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ABSTRACT

The Classroom Management Improvement Study (CMIS) tested the effectiveness of research-based classroom management principles and strategies in elementary school classrooms. Participating in the study were 41 teachers, divided into a treatment group that received a CMIS teacher's manual and participated in two workshops, and a control group. Half of the control group received the CMIS treatment in the middle of the school year to assess the effects of midyear intervention. Results indicated that teachers who received the CMIS treatment at the beginning of school implemented the recommended management strategies significantly more than did the control group teachers. Treatment in the middle of the school year had a limited impact on teachers' behavior. This report provides an overview of the CMIS: its background, treatment design, methodology and instrumentation, analyses of the major hypotheses and research questions, and discussion of the implications of the results for research on management and for teacher training. After the text, two-thirds of the document consists of 15 data tables and 14 appendices that include teacher workshop materials, a list of teacher manual contents, observer guidelines, all instruments, and teacher interview protocols. (MLF)

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The Classroom Management Improvement Study:

An Experiment in Elementary School Classrooms

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Abstract

The Classroom Management Improvement Study (CMIS) tested the effectiveness of research-based classroom management principles and strategies for establishing and maintaining good learning environments in elementary school classrooms. The study was designed to verify findings of an earlier descriptive study and to learn more about the process of helping teachers gain classroom organization skills. The study included 41 teachers in grades one through six in 14 schools. Stratified random selection was used to divide teachers into two groups, balanced for years of experience and grade level. One group ($n = 23$) received a teacher's manual before school started, and participated in two workshops. The remaining teachers served as a control group ($n = 18$). The control group was subsequently divided into two groups of nine teachers each. One of these groups received the CMIS treatment in the middle of the school year to assess the effects of mid-year intervention. The CMIS manual and workshops included guidelines, activities, and case studies focusing on 11 aspects of classroom organization and management. Classes taught by teachers in the study were observed eight times in the first 8 weeks of school and four additional times later in the school year. Data included descriptive classroom narrative records, counts of students on- or off-task or in dead time, ratings of student success and appropriate or disruptive behavior, logs of class time use, ratings of teacher use of specific instructional management techniques, and teacher interviews and questionnaires. Results indicated that teachers who received the CMIS treatment at the beginning of school implemented the recommended management strategies significantly more than the control group teachers. Treatment teachers also obtained significantly higher levels of student task engagement and appropriate behavior. Treatment effects were strongest for prescriptions focusing on formulating classroom rules and procedures, conducting class in the first week of school, teaching classroom procedures and rules, and managing student behavior; but significant effects were found for all but one of the 11 prescription areas. The CMIS treatment had limited impact in classrooms of teachers who received the treatment in the middle of the school year. Background, treatment design, methodology, and instrumentation, and results for major hypotheses and research questions are presented and discussed. Appendices include teacher workshop materials, list of teacher manual contents, observer guidelines, all instruments, and teacher interview protocols.

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Two school districts participated in the study: Austin and Del Valle Independent School Districts in Austin, Texas. In the Austin Independent School District, we would like to thank for their cooperation and support Dr. Freda M. Holley, Director of the Office of Research and Evaluation, and members of the Division of Elementary Instruction, particularly Roberta Hartung and Dr. George Bowden, who directed the Division during the year of the study. In Del Valle Independent School District, we would like to thank Melvin D. McBee, Assistant

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Table of Contents

Introduction 1

Background for the CMIS 2

  The Classroom Management Function 2

  The Classroom Organization Study 6

  Experimental Classroom Research 9

Statement of the Problem 19

Methods 23

  Pilot Study 23

  CMIS Sample 26

  Treatment Design 29

  Data Collection 37

  Observation Instruments 38

  Other Data 44

Results 46

  Treatment Implementation 46

  Effects on Student Behavior 53

  Mid-year Intervention 55

  Management Practices 57

  Analyses to Examine the Extent of Halo on Other Observer Errors 59

Discussion of Results 61

  Factors Contributing to Implementation 62

  Implementation of Prescriptions 66

  Discussion of Before-Christmas Workshop Group Results 72

  Relationship of Management Practices to Student Behavior 76

Table of Contents, continued

Limitations 80

Topics for Further Research 84

Summary and Implications 87

List of Tables

Number Title Page

1 Teaching experience and sex of CMIS teachers 95

2 Grade levels taught by CMIS teachers 96

3 Characteristics of teachers in the before-Christmas workshop group 97

4 Intraclass correlations (reliabilities) comparing observer averages for each teacher for SER variables, week 2 through 8 98

5 Reliability estimates of Component Ratings 99

6 Reliability of Observer Summary Ratings 102

7 Intraclass correlations (reliability) comparing narrative ratings of teachers 104

8 Indicators of implementation of manual prescriptions 106

9 Teachers' ratings indicating extent of use of manual 112

10 Repeated measures analysis of variance of classroom management variables 113

11 Additional classroom management indicators 114

12 Comparison of Group 2 teachers before and after treatment 115

13 Intercorrelations of measures of student cooperation and task engagement 119

14 Correlation of indicators of manual implementation with measures of student cooperation and task engagement 120

15 Differences between experimental and control group averages on variables potentially susceptible to observer bias or halo errors, but not directly related to the treatment 126

List of Appendices

A Table of contents for the treatment manual

B Workshop agendas, activity outlines, and handouts for beginning school workshops

C Materials for the December workshop

D Narrative record guidelines and example narrative

E Student Engagement Rating (SER) observer guidelines

F Component Ratings (CR) observer guidelines

G Time Log observer guidelines

H Observer Summary Rating form

I Narrative Reader Rating form

J Management manual questionnaire

K Knowledge of management questionnaire

L Teacher interview questions

M Tables of results by instrument: Component Ratings, Addendum to Component Ratings, Observer Ratings of Teacher, Narrative Reader Ratings

N Plots for teacher behavior variables and classroom management criteria over time

This report will present results from an experimental field study, the Classroom Management Improvement Study (CMIS), conducted during 1980-1981. The experimental study was based on earlier descriptive and correlational research in which classroom activities and behaviors associated with effective management were identified. Management materials were prepared to translate these findings into suggestions for practice, and these materials formed the basis for the CMIS experimental treatment. After administering the treatment at the beginning of the school year, researchers made extensive observations of an experimental group of teachers and of a control group of teachers who did not receive the treatment. These observations were directed at determining the extent to which the teachers used the recommended management strategies and to assess whether the treatment condition produced improved management (for example, higher student engagement rates, lower levels of inappropriate behavior). Thus, major purposes of this research were to examine the extent to which teachers could use research-derived classroom management strategies, and then to determine if such strategies actually lead to improved student behavior, as the descriptive/correlational research suggests would occur.

In this report we will provide an overview of the CMIS: its background, treatment design, methodology and instrumentation, results for analyses of the major hypotheses and research questions, and discussion of the implications of the results for research on management and for teacher training. Reports based on analyses of CMIS data which pertain to other research questions will be published separately. The background section of this report, which follows, will present an overview of the research literature focusing on the classroom management function of teachers. In addition, a review and discussion of recent experimental classroom research will be provided. No attempt will be made to provide an exhaustive review of the classroom management literature; readers interested in various perspectives on this field should examine Duke (1979).

Background for the CMIS

The Classroom Management Function

While few educators would disagree with the importance of the teacher's classroom management function, the specification of what constitutes appropriate management behavior is not easy to resolve. In an important sense, this situation is similar to the concept of effective teaching: Everyone agrees with its importance, but the specification of what it is first requires identification of suitable criteria, and then the identification of teaching components related to the criteria.

An examination of the recent research literature on classroom management, including such diverse work as Kounin's classic studies in Discipline and Group Management in Classrooms (1970), the behavior modification literature, and the NSSE yearbook, Classroom Management (Duke, 1979), indicates the choice of criteria by researchers in this field has converged on student behaviors such as on-task rates, levels of disruptive behavior, or similar measures of student involvement and cooperation.

The choice of such measures as criteria in classroom management research has two bases: relevance to the task demands of teaching and evidence for a relationship to student achievement. The relevance of such student behavior criteria to the management tasks of teaching is apparent in the work of scholars who have studied the teaching role. For example, Lortie (1975) notes that:

> The teacher, moreover, is expected to elicit work from students. Students in all subjects and activities must engage in directed activities which are believed to produce learning. Their behavior, in short, should be purposeful, normatively controlled, and studied; concern with discipline and control, in fact, largely revolves around the need to get work done by immature, changeful, and divergent persons who are confined in a small space. (p. 151)

Jackson (1968) expressed a similar view:

> Certainly no educational goals are more immediate than those that concern the establishment and the maintenance of the student's absorption in the task at hand. Almost all other objectives are dependent for their accomplishment upon the attainment of this basic condition. (p. 85)

Thus, a central teaching function is to use activities and behaviors which allow the teachers and students to work together on learning tasks for long periods of time in a manner conducive to student involvement in the tasks. A similar idea is expressed by Doyle's (1979) description of the classroom environment.

> Teachers encounter classrooms as units of time to be filled with activities that can be justified educationally and as groups of students who vary widely in aptitudes and propensities for such activities. At a proximal level then, the teachers' task as defined by these situational demands is to gain and maintain cooperation in classroom activities [author's emphasis]. (p. 47)

Doyle defines cooperation in terms of the frequency of student "behavior task initiations" which basically are student behaviors that are in some way inappropriate for the classroom setting.

The conception of classroom management upon which the CMIS is based is consistent with the previously cited scholars' views of teaching tasks. We view effective classroom management as that set of teacher behaviors and activities which bring about student cooperation and involvement. Thus, when effective classroom management is operationalized, it will be done with measures of student cooperation and involvement; namely, by rates of on-task or engaged behavior and by minimization of disruptive and other inappropriate student behaviors.

Another question of interest is whether the definition of management effectiveness in terms of student cooperation is related to student learning. This question is important to consider, because if the criteria for effective management are unrelated to student learning, then no matter how consistent the management criteria are with role definitions of teaching tasks, the case for using such criteria will be weakened. However, the research literature does support the inference that classroom management effectiveness and student learning are linked. When the literature is searched for studies which used student behavior relevant to this study's definition of management outcomes (for example, student engagement ratings, academic engaged time, student level of attention, frequency of disruptive student behavior), then a consistent and significant relationship (adjusted for entering achievement) is commonly reported. This literature will not be reviewed here, because several authors have already done so: Borg (1980), Good (1979), Medley (1977), Bloom (1976), and Jackson (1968). While these reviews do not necessarily focus on classroom management per se, each reports on research which demonstrates relationships between student learning and variables similar to the criteria for effective management used in the CMIS. Thus, the conception of classroom management used here is supported not only by role definitions of teaching, but by numerous results in research on classroom learning.

This project's viewpoint with respect to the management function of teaching is aptly reflected in Dunkin and Biddle's (1974) comment:

> It seems to us that adequate management of the classroom environment also forms a necessary condition for cognitive learning; and if the teacher cannot solve problems in this sphere, we can give the rest of teaching away. (p. 135)

A number of research studies have identified teacher behaviors which are related to student management criteria used in the present study. Kounin's (1970) well-known study identified a series of teacher behaviors which include withitness, overlapping, smoothness, group-alerting, and student accountability. Other variables related to the student management criteria include teacher academic feedback and interactive instruction (Filby, Note 1), continuity of lesson's signal systems (Kounin & Doyle, 1975), consistent use of consequences (Benowitz & Busse, 1976), and provision of structure during transitions (Arlin, 1979). Also, an extensive research literature in the area of behavior modification has contributed to knowledge of classroom management. Behavior modification research has identified specification of desired behavior, positive reinforcement, consistent use of consequences, and clear signals as facilitating on-task student behavior. More detailed descriptions of the classroom management research can be found in Brophy and Putnam (1979) and in Emmer and Evertson (1981). Although many of the research studies on management have been of excellent quality and have been helpful in identifying individual teacher variables which promote effective management results, the research as a whole does not lend itself to a comprehensive view of classroom management that reflects a longitudinal perspective based on large numbers of classrooms in typical school settings. For example, most research has studied management at some time well into the school year, rather than considering how the observed classrooms actually acquired their particular properties. Exceptions to this general statement include Moskowitz and Hayman (1976), and Tikunoff, Ward, and Dasho (Note 2).

Thus, the major question of how to organize and manage a classroom at the beginning of the year and how to maintain it had a thin research base. To help provide some empirical evidence useful for teachers and teacher educators, a longitudinal, descriptive study of classroom management was conducted by COET in 1977-1978.

The Classroom Organization Study

Conducted in 27 third-grade classrooms, the Classroom Organization Study (COS) was the precursor to the CMIS. In the COS, a descriptive/correlational methodology was used. At the beginning of the school year each teacher was intensively observed during the first 3 weeks, and thereafter at 3- to 4-week intervals. Observation instruments included a variety of high- and low-inference measures such as student engagement rates, time logs of activities, ratings of various student and teacher characteristics and behaviors, and extensive narrative notes used to produce typed specimen records from each class. The classroom observation data permitted the reconstruction in detail of classroom processes, especially those associated with management functions. Pupil achievement was also measured at the end of the school year. In this study, class mean student engagement rates in reading activities significantly and positively predicted class mean reading achievement gains (adjusted for entering achievement), confirming again a link between management criteria and student learning. In order to identify teacher strategies and behavior associated with effective management, several analyses were performed. Correlations between teacher behavior variables and management criteria such as student engagement rate and amount of disruptive behavior were calculated. Also, subsamples of more and less effective managers were identified using year-long indicators of effective management and were compared using data collected at the beginning of the year. In general, results from this management study indicated that effective classroom managers established rules and procedures which guided student behaviors in a variety of activities in their classrooms. The better managers carefully taught these procedures to students and utilized the first several weeks of school for socialization of children into the classroom setting. Better managers were consistent in their use of their rules and procedures and communicated them clearly to their students. In addition, better managers monitored student behavior very carefully and provided feedback regarding the appropriateness of student behavior. They were more consistent than poor managers in responding to student behavior and dealt with, rather than ignored, inappropriate behavior quickly when it occurred. The results of the study are organized and discussed in more detail in several articles (Anderson, Evertson, & Emmer, 1980; Emmer, Evertson, & Anderson, 1980; Evertson & Anderson, 1979).

The results of the COS and also a subsequent descriptive/correlational junior high study suggest several major stages in producing an effectively managed classroom.

Planning rules, procedures, and consequences. This phase is preinstructional. In it the teacher identifies expected student behaviors in a wide array of contexts, such as whole-class presentations or recitations, small group work, individual seatwork, and transition points. Aspects of student behavior which must be considered include student talk, movement about the room, contacts with the teacher and other students, and use of materials. These expectations are translated into a coherent, reasonable system of rules and procedures. In addition, the teacher identifies consequences for not following particular rules or procedures.

Implementation during the first weeks of school. A major management task at the beginning of the school year is the socialization of the children into the classroom setting. The teacher's task is to communicate clearly expected student behavior in the areas identified by the system of rules and procedures. This task is generally accomplished over a period of time, rather than a day or two. During initial class meetings, effective managers typically introduce general rules governing behavior, and also provide accurate and specific feedback to their students. Rehearsal or practice until procedures are learned is commonly observed. In addition, procedures needed for various activities are introduced gradually as they are needed, rather than in one or two presentations. Some, but not all, effective managers will involve students in decision-making about general rules.

Maintaining a system of classroom management. Throughout the year, the teacher's ability to maintain high levels of task involvement and to minimize inappropriate behavior is improved by careful monitoring of student behavior. In addition, better managers typically deal quickly with disruptive behaviors and do not ignore them. Other maintenance skills include consistent response to behaviors, clarity in communicating directions and instructions, and keeping students accountable for work by having clear work requirements and provisions for academic feedback.

Although the previous report of what constitutes effective management suggests a causal interpretation (that is, teachers who use behaviors and activities consistent with the description will produce more effectively managed classrooms), the research base is correlational and descriptive. In order to verify whether these teacher behaviors and activities will yield improved classroom management requires experimental research. The next stage in the research program, therefore, was to design an experiment in order to test whether teachers could implement the management behaviors and activities identified in the research and to determine what effect this implementation would have on criteria for effective management.

Experimental Classroom Research

COET's series of studies on classroom management follows a research paradigm suggested by Rosenshine and Furst (1973) and Dunkin [illegible] Biddle (1974), who recommended that research on teaching should progress from descriptive and correlational studies to experimental studies set in the classroom. Recent research on effective teaching includes a number of field experiements in which researchers utilized findings of descriptive research to formulate recommendations and to design treatments to change teachers' classroom behavior. We will briefly review several of these studies, focusing on factors that appear to influence implementation (or lack of implementation) of training recommendations by experimental teachers.

Our discussion will include six experiments in which experimental treatments ranged from minimal (information packets mailed to teachers) to intensive (a series of interactive, personalized, small-group workshops): Crawford and Stallings (Note 3), Anderson, Evertson, and Brophy (1979), Stallings, Needels, and Stayrook (Note 4), Good and Grouws (1979), Coladarci and Gage (Note 5), and Good and Grouws (Note 6). All of the studies shared the following characteristics. A treatment based on earlier research was given to one or two experimental groups of elementary or secondary teachers. After the treatments were administered, classroom observations were used to assess the extent to which treatment teachers utilized the recommended behaviors in their teaching. Treatment effects were evaluated by comparing treatment groups' use of the recommended behaviors with that of teachers in control groups or by comparing before-treatment and after-treatment observation data for the teachers. All of the studies reviewed examined effects on students' behavior and/or achievement, as well as on teachers' classroom behavior.

Stanford Program on Teaching Effectiveness. Crawford and others at the Center for Educational Research at Stanford (Crawford & Stallings, Note 3) conducted an experiment in 33 primary-grade classes. Using stratified random assignment, teachers were divided into three groups: a "minimal" training group, a "maximal" training group, and a control group. Treatment content consisted of manuals or packets of materials presenting recommendations based on findings from four correlational studies of teaching effectiveness. Suggestions were grouped into three areas: behavior management, instructional methods, and questioning and feedback strategies. The minimal treatment group got five manuals (one a week) and a self-administered test. The maximal treatment group received the materials and test and also attended a series of in-service workshops. All of the classes in the study were observed frequently before, during, and after the training sequence.

Although results were complicated by treatment interactions with teachers' verbal fluency, pre-treatment teaching style, and a concurrent program of parent assistance, both of the treatments had significant impact on teachers' behavior, students' behavior, and adjusted achievement gains. Classroom observations showed that teachers in both treatment groups used more of the recommended teacher behaviors than did control group teachers, although results were not significant for all of the variables. Teachers implemented some of the recommended behaviors more than others. The five variables for which treatment effects were strongest were concrete, specific recommendations; more global or complex recommendations were implemented less. Implementation scores for the minimal treatment group were as high or higher than scores for the maximal treatment group. Thus, implementation did not seem to depend on interaction with the project staff.

First-grade Reading Group Study. Anderson, Evertson, and Brophy (1979) conducted an experiment with 27 first grade teachers, focusing on management and instruction in small reading groups. The treatment consisted of 22 principles of small group instruction derived from process-outcome research. Treatment was given to teachers in the form of a short manual, and project staff met with treatment teachers twice to discuss the treatment content and to answer questions. Control group teachers received no materials. This study included two treatment groups: Ten teachers received the treatment and then were observed once a week between November and May (as were control group teachers); seven teachers received the treatment but were not observed. This design allowed some assessment of the impact of observation on training effects. Observations used a coding system keyed to the instructional model in the treatment. Student achievement was measured with standardized achievement tests.

In general, results indicated that treatment teachers who were observed had higher implementation scores than the control group teachers. However, teachers did not consistently implement all of the different components of the treatment. Authors reported that the variables that were most specifically defined in the treatment were most easily implemented. For example, teachers adopted suggested methods for selecting students to answer questions, but they were less successful in implementing suggestions about using students as peer models.

When adjusted achievement of students taught by control group and treatment group teachers were compared, both treatment groups (observed and not observed) had higher mean adjusted reading achievement scores than did the control teachers. These findings not only confirmed the process-outcome relationships on which the study was based, but also suggested that effects of the treatment on student achievement did not depend on greater accountability effects of being observed. The effects of the treatment on achievement for both the observed and unobserved treatment groups suggested that treatment teachers who were not observed probably implemented suggested teaching behaviors.

Secondary School Basic Reading Skills Study. Based on a large scale descriptive study of effective reading instruction in junior high and high schools, Stallings, Needels, and Stayrook (Note 4) conducted experimental studies in several phases. In the first phase, 25 teachers were observed to establish entering teaching behaviors. The resulting teacher profiles were used to design individualized teacher training programs, consisting of six 2-1/2-hour small group workshops in which treatment teachers received continuing feedback, encouragement, and information, and were encouraged to interact with trainers and with other workshop teachers. Classroom observations in three class periods after the training showed that the trained teachers improved on most, but not all, of the areas of recommended behaviors for teaching reading. In a second phase, 32 more teachers were trained, with similar results. In discussing reasons why teachers did not implement some of the behaviors, despite the intensive, supportive and rather costly treatment, the authors suggested that teachers are unlikely to implement strategies they perceive as impractical, not congruent with their values or role definition, or not easily adaptable to their classroom environment (requiring too great a change).

Missouri Mathematics Effectiveness Project. Based on a large-scale descriptive study of effective fourth-grade mathematics teaching, Good and Grouws (1979) carried out an experimental study in which 21 teachers received a 45-page manual describing a system of instruction that outlined routines for conducting instruction and presented recommendations for developing content, conducting practice and review, pacing, monitoring, and student accountability. A control group of 19 teachers received the treatment after classroom observations were complete. Treatment teachers received the manual in a 90-minute training session and attended a second 90-minute workshop held after 2 weeks of school.

In six classroom observations of all teachers, process measures and specific program implementation measures were taken. These indicated strong treatment effects for teacher behavior and student achievement gains. Treatment teachers used more of the recommended classroom behaviors and activities than did control teachers, and all but two of the 21 treatment teachers implemented the whole system reasonably well. Variables that related to lesson development were less well implemented than other components of this system. Authors suggested that reasons for the low implementation may have been that other parts of the system were more clear-cut and easier to implement, or that teachers lacked sufficient knowledge base, or that other components of the system (review, homework check, controlled practice) took more class time than anticipated. At any rate, suggestions for increasing students' understanding of lesson concepts were less successfully implemented by the teachers, and the authors recommended that the lesson development components of the system warranted further experimental research, perhaps utilizing different kinds of training.

In a recently completed experiment at the secondary school level, Good and Grouws (Note 6) tested a similar research-based mathematics program with 40 eighth-grade teachers and classes. This study provided a test of the effects of teacher partnership, or involvement in design of the program, on implementation. Two treatment groups were used: one in which teachers were trained to use the program after participation in revision of the materials to suit their eighth grade setting, and one which used the revised program but had no input into the revision process. A third group of teachers was observed without receiving any materials or training. Implementation of the program recommendations had significant impact on students' problem solving skills; there were weaker effects for basic skills. There was no difference between effects for the two different treatment groups. Teachers' partnership in developing or revising the experimental program did not appear to be a significant factor affecting implementation of that program.

A minimal teacher training experiment. Coladarci and Gage (Note 5) reported an experimental study which assessed the effects of a minimal intervention, using treatment content based on large-scale correlational studies supporting the use of direct instruction. The Coladarci-Gage study utilized the same training procedures as had been tested with the minimal training group in the Stanford Project on Teaching Effectiveness Study (Crawford et al., Note 7): Teachers were simply mailed packets of teaching recommendations focusing on behavior management, instructional methods, and questioning strategies. Six packets and some review sheets were received by 17 experimental group teachers. (There were 16 control group teachers who received no training but were observed.) Unlike the Crawford et al. study, only four observations of each class were made to assess implementation: two before the treatment and two after the treatment. Observations showed no statistically significantly differences between treatment and control groups in their general conformity-to-recommendations (implementation) scores. As a whole, treatment implementation was poor, and there were no significant effects on student achievement.

In considering potential reasons for lack of treatment effects, the authors compared their experiment to the Crawford et al. (Note 7) minimum treatment and to the Anderson et al. First-grade Reading Group Study (1979). They noted that although the Crawford et al. treatment included no workshop or meeting with the research staff, the teachers were observed repeatedly and at length after treatment, and they may have felt they were being monitored or held accountable for implementation. In the Coladarci-Gage experiment, teachers were observed only twice after the treatment and the authors postulated that more observations might have increased teacher compliance with the recommendations. Another possibility is that there may have been treatment effects which the low number of observations made difficult to detect. In the First-grade Reading Group Study, one group of the teachers was not observed at all, and yet, significant treatment effects on student achievement were found. Coladarci and Gage pointed out, however, that teachers in the First-grade Reading Group Study met twice for workshops with the research staff at the beginning of the study, so their treatment was not comparable to the minimal treatment used in the Coladarci-Gage study.

Taken together, the foregoing studies indicate that treatment studies solidly based on process-outcome studies can result in changes in teachers' instructional and management behaviors and improvements in student learning; and that the treatment or training does not necessarily have to be elaborate, intensive, or include individualized feedback. The absence of training effects with the Coladarci-Gage minimal training (Note 5), however, suggests that treatment design should include, as a minimum, either teacher contact with trainers in one or two interactive workshops, or repeated classroom observations after training. Both of these components would appear to enhance teachers' sense of accountability and the first component may also contribute to establishing teachers' commitment to the project and willingness to implement the recommended changes. Workshops may also provide information helpful to teachers in operationalizing the recommendations.

Beyond these two design considerations, the six studies reviewed raise some important questions about content of treatments. Each of the studies included a number of different treatment components, and in all but the Coladarci-Gage (Note 5) report, some components of the treatment were reported to be implemented more successfully than others. A consistent finding was that recommendations that were specific, well-defined, and easy to operationalize were implemented more than recommendations that were complex or global. Along these lines, Tobin Note 8) reported, after a series of studies manipulating classroom variables with teacher feedback, that variables most easy to manipulate were precisely defined behaviors with a low mean natural occurrence, such as wait time in questioning.

The requirements of recommendation specificity and ease in translating recommendations into operational tasks raise problems for treatment design, measuring implementation, and interpreting results of experimental studies. Teaching is a complex operation consisting of a great number of interrelated and often sequential behaviors. Anderson (Note 9) discussed the necessity of clustering specific recommendations and strategies under general guiding principles to help teachers operationalize and integrate training suggestions. Good and Grouws (1979) and Coladarci and Gage (Note 5) addressed the issues of measuring and reporting implementation of complex treatments consisting of large numbers of different but interrelated behaviors. Coladarci and Gage argued for analysis and reporting of the experimental program as a whole, using a global measure of conformity-to-recommendations (Note 5). Good and Grouws generated at least eight different implementation scores in their fourth-grade mathematics teaching experiment, and reported results with respect to at least 15 operational-level implementation variables. Reports of results with respect to specific components of treatment provide useful information for researchers and practitioners, although Good and Grouws (and others) have warned against interpretation of treatment findings (especially student achievement effects) for specific variables without reference to the context of other variables and guiding principles in the experimental program.

In designing the treatment for the CMIS, findings and implications of the reviewed studies were taken into consideration, with the objective of obtaining (and detecting) treatment effects while limiting the treatment to one that could be adapted practically for teacher in-service or preservice education. Classroom management recommendations were formulated as specifically and concretely as possible, and individual recommendations and suggestions were organized under 11 broad prescriptions. In addition, to help experimental teachers operationalize management suggestions, many concrete examples, illustrations, and case studies were included in the CMIS manual. The treatment was planned to include two meetings between treatment teachers and staff members: one 2-1/2-hour workshop before school began and another after teachers had been using the manuals for several weeks of school.

The previous studies were also considered when planning procedures for data collection and assessment of treatment effect. Because a primary focus of the CMIS was on the beginning of school, pretreatment observations of the main experimental group teachers were not possible; treatment effects had to be assessed by comparing posttreatment observations of randomly selected treatment and control groups. Both groups were observed frequently across 6 months of the school year. Implementation measures assessing specific teacher behaviors were grouped for analysis according to the 11 subsuming management prescriptions in the treatment. Measures of student behavior and classroom environment were also identified. Narrative records were included in the classroom data to be collected because they would provide valuable information about how teachers succeeded (or failed) in implementing treatment suggestions and maintaining their use across the school year.

Statement of the Problem

The reviews of research in the preceding section of this report, along with the descriptive study of classroom management conducted prior to the present study, suggest that effective classroom management consists of a number of interrelated dimensions. Furthermore, the processes which are associated with good year-long management results begin early in the school year. Finally, prior research indicates that teacher behaviors and activities derived from process-product classroom research can be used as the basis for inservice teacher training, and that such training can result in changes in teacher and student behavior. These generalizations guided the current study's methodology. Based upon the previously described classroom organization study and related research, major areas of classroom organization and management were described in a manual for teachers. Extensive descriptive data collected in COS classes provided case studies and examples to help teachers understand the management areas. The management manual and two related workshops formed a treatment condition used at the beginning of the school year with an experimental group of teachers in order to test the first two general hypotheses in this study.

> Hypothesis 1. Teachers who are provided at the beginning of the school year with a manual and workshops whose contents describe effective management behaviors will subsequently exhibit more of such behaviors than will teachers not receiving the manual and workshops.

The specific management behaviors referred to in Hypothesis 1 are subsumed under the following 11 areas of classroom organization and management contained in the teacher's manual, Organizing and Managing the Elementary School Classroom.

1. Readying the classroom
2. Planning rules and procedures
3. Establishing consequences for appropriate and inappropriate behavior
4. Teaching rules and procedures
5. Planning beginning-of-school activities
6. Planning strategies for potential problems in the classroom
7. Monitoring student behavior
8. Stopping inappropriate behavior
9. Organizing instruction
10. Student accountability for work
11. Increasing clarity in presentations

Each area is operationalized by measures derived from the classroom observations. The observation procedures and variables are described in a later section.

Hypothesis 2. Teachers provided with the manual and workshops at the beginning of the school year will establish and maintain better managed classes than will teachers not receiving the manual and workshops.

Better management is operationalized in terms of observed student behavior: higher rates of student engagement in classroom activities, lower amounts of off-task unsanctioned, disruptive, and inappropriate student behavior.

The preceding two hypotheses focus on the effects of the treatment intervention at the beginning of the year. However, what effects would such an intervention have if it were conducted later in the year? To answer this question, a subgroup of the control teachers was identified and provided with the manual and a related workshop in December. The next general hypothesis pertains only to this subgroup of teachers.

Hypothesis 3A. Teachers who receive the manual and a related workshop during the year will subsequently exhibit improved management behaviors, and

Hypothesis 3B. The levels of student task engagement and cooperation in these teachers' classes will improve.

The assessment of teacher behavior will be made using variables derived from the observation instruments, which relate to the areas of management listed under Hypothesis 1, with the exception of those variables which are specific to the beginning-of-year setting (primarily in Area 5, Planning beginning-of-school activites). The same measures of student behavior, namely student engagement rates and amounts of off-task unsanctioned, disruptive, and other inappropriate student behavior will be used to operationalize student engagement and cooperation. Thus, this hypothesis tests whether the effect of a mid-year intervention is similar to intervention at the beginning of the year.

Hypotheses 1, 2, and 3 pertain to the effects of the experimental treatment on teacher and student behavior. However, another major research question can be addressed by the present study: To what extent are the management dimensions identified in prior research replicable in the present study's data? This question is important because of the need to accumulate consistent reseach findings. Also, the treatment is actually a complex package of recommendations, and some areas may be more amenable to this study's treatment than others. Consequently, information about the relationships between the management areas and criteria will aid the interpretation of results. These considerations lead to Hypothesis 4.

> Hypothesis 4. Teacher behaviors and activities identified as being effective management practices in prior descriptive correlational research and included in the CMIS manual will be associated with higher levels of student task engagement and cooperation in the present study.

Teacher management behavior and student engagement and cooperation will be operationalized by the classroom observations measures in each of the 11 areas cited above in Hypotheses 1 and 2. Correlations between teacher and student behaviors will be examined to determine the degree and direction of association.

Other research questions. Several other research topics can be addressed using data gathered in the present study. These topics include the relationship of the teachers' knowledge of management practices and their own and their students' classroom behavior; the teachers' perceptions of treatment components and their effects, and the generalizability of management behavior and activities across different classroom contexts (e.g., primary versus intermediate grade levels). These topics will not be treated in this report except as they bear directly upon the interpretation of the results of the tests of the four hypotheses. However, additional reports by COET are planned, and these will address the additional research topics.

Methods

This section includes a description of the CMIS methodology, including a pilot study undertaken prior to the CMIS, the sample for the CMIS, treatment contents, procedures for the experimental and control groups, and instrumentation.

Pilot Study

The CMIS was pilot tested during the fall of 1979. The pilot study was designed to serve several purposes. The first purpose was to provide teachers with an initial version of the manual, Organizing and Managing the Elementary School Classroom, in order to receive feedback that could be used in its revision. Second, procedures planned for the larger study were tested. Third, the results of the pilot study were used to estimate the probable magnitude of treatment effects and to provide other information to be considered in design decisions for the full-scale experimental study. Finally, the pilot provided an opportunity to try out the instruments and to identify necessary revisions.

Twelve elementary teachers with 0 to 3 years of prior teaching experience volunteered to participate. The pilot study was limited to relatively inexperienced teachers because of the belief that they would receive the major benefits from the experimental treatment. More experienced teachers would more likely have developed more effective management through experience and would thus be less likely to benefit from the treatment. This assumption was supported by our earlier study, the COS, in which management problems were more often observed in the classrooms of less experienced teachers. The 12 teachers in the pilot study sample were randomly assigned to three equal groups. Before school began, teachers in one group were given the management manual and were asked to read it. A second group of teachers received both the manual and some consultation and feedback from members of the COET staff who observed their classes. Thus, eight teachers in all were in the treatment group. Four teachers who did not get any assistance in beginning school formed the control group.

The classrooms of all 12 teachers in the pilot study were observed during the entire first day of school and seven or eight times thereafter in the first 3 weeks, resulting in about 26 hours of observation for each teacher. Follow-up observations continued through November. Classroom observers took notes and later recorded narrative descriptions of all class activities. They also completed ratings and counts of students' and teachers' behaviors.

The CMIS pilot yielded useful information with respect to its objectives. In interviews and on a questionnaire, teachers were asked to indicate their degree of use and their opinion of each section of the manual and each case study or checklist. Teachers' suggestions for additions or changes were solicited. In general, teachers' reponses to the training manual were positive, but some revisions and additions were undertaken in the manual before the CMIS began. The interview and questionnaire data, however, indicated that a second meeting or workshop with teachers was needed after school began, in order to increase teachers' reading and use of the material in the second half of the manual, which focused on maintaining classroom management and organizing instruction.

With respect to the second objective of the pilot, findings for treatment effects of the manual were encouraging, despite the small sample. Ratings completed by observers after each observation and at the end of the first 3 weeks indicated that teachers who received the manual were more effective than control group teachers in teaching rules and procedures to their students, in monitoring the class, and in consistently enforcing rules. The data also indicated that treatment teachers' classrooms were better prepared for the start of school, and their classes proceeded more smoothly in the first days. During the first 3 weeks of school, there was significantly ($p \leq .05$) less off-task student behavior in classes of treatment teachers. Scores for teachers who received consultation and feedback in addition to the manual were not different from scores of the other treatment teachers, so it was decided to eliminate this aspect of the treatment from the design of the CMIS.

Another objective of the pilot was to try out the instrumentation and data collection procedures, which were similar to those used in COET's descriptive studies [illegible] classroom management. As a result of the pilot, several additions and changes in the instrumentation for the CMIS were made. First, an instrument was created to assess teacher use of specific strategies in the first week of school. (See Addendum to Component Ratings in the appendices.) Second, several additions and revisions were made in the Component Rating instrument used after each class observation. New scales were created to give more specific information about student accountability procedures and clarity of instruction and directions. In addition, observer guidelines were revised to clarify definitions of several variables. Finally, the format of the Time Log was changed to utilize numerical coding of all activities and topics to facilitate analyzing time use data.

CMIS Sample

One large urban school district (District A) and one small suburban school district (District B) in and near a large Southwestern city agreed to participate in the Classroom Management Improvement Study (CMIS) in the 1980-81 school year. Both school districts served pupil populations with a range of socio-economic status and racial/ethnic backgrounds. District A was involved in a new busing program to achieve racial balance. Fifteen elementary school principals in District A and one elementary school principal in District B agreed to participate and had teachers eligible for the study. Eligible teachers included teachers with 2 or fewer years of teaching experience or teachers who were teaching for the first time in a new school or community setting, with a different student population, or at a different grade level.

Recruitment of teachers took place in the 2 weeks prior to the start of the school year. Contacts with the teachers were made by telephone and all relevant details about the study were explained. CMIS staff members contacted 55 eligible teachers; 41 volunteered for the study: 35 from District A and six from District B.

Each of the teachers in the study received a $100 honorarium to compensate them for time spent in interviews, completion of questionnaires, and workshops.

Unanticipated features of the setting. School District A was in the first year of a court-ordered busing plan to achieve desegregation of the district's tri-ethnic population. During the planning for the study, the impending desegregation effort did not threaten to drastically affect the conduct of the study, because the busing was limited to previously "unbalanced" schools among the district's 55 elementary schools. More than one-half of the schools were not involved, either because they were already racially balanced or because special circumstances exempted them. At that time we assumed that we would obtain our sample of teachers from the schools which would not be under the busing plan, that is, the already balanced schools. However, when we began recruiting schools for participation in the study, we discovered that relatively few inexperienced teachers were available in these schools. This occurred for a number of reasons, including teacher transfer patterns and declining enrollment during previous years which caused the district to reduce the hiring of new teachers. In addition, the anticipated loss of students to private and to suburban schools caused the district to virtually freeze hiring teachers until enrollment figures were firm. These circumstances caused a change in the plan to include only relatively inexperienced teachers in the study.

One alternative was to seek another large school district in which to conduct the study. However, this would have meant a year's delay and considerable expense. Another alternative was to conduct the study in schools not involved in busing, primarily using an experienced sample of teachers. This alternative was not chosen because of the difficulty in securing enough more experienced teachers with a range of management capability who would volunteer to participate in the research study. The alternative chosen was to select teachers primarily from schools involved in busing who were relatively inexperienced, or who were experienced but who were teaching in a new school and who were working with pupils of a different type than they previously taught or were assigned to a different grade level. Such inclusion criteria, it was felt, would allow for variance in management ability and provide at least moderate motivation to consider using the management recommendations in the experimental treatment. In addition, the cooperation of a smaller school district nearby was obtained, making available a limited number of relatively inexperienced teachers.

Busing for the desegration program in District A had a number of effects on classroom management in the 11 schools that were affected. Procedures to assure that every student got on the correct bus required classroom time and attention, especially during the first week of school. Throughout the year in some schools, the busing program resulted in students arriving in classrooms at different times during the morning. In all of the affected schools, the integration program resulted in wide ranges of student entering achievement and ethnicity within classes. Another effect of the newly instituted integration effort was that there was a district-wide emphasis on good classroom management and maintaining pleasant but orderly class and school environments. Many school principals presented information to all of their teachers about classroom management and organization for the beginning of the school year. This district-wide emphasis would tend to lessen chances of detecting a treatment effect in the CMIS. School effects were controlled by stratifyied random assignment of teachers to treatment and control groups within schools.

Treatment Design

Treatment and control group formation. Teachers were randomly assigned to the experimental and control groups. Prior to randomization, a step was taken to prevent imbalance across groups on teaching experience, grade level, and school. Teachers were blocked into matched pairs on these characteristics and then members of each pair were assigned randomly to each condition, using a table of random numbers. In a few cases, blocks consisted of three similar teachers when no fourth teacher could be found for pairing. In such cases, two teachers were assigned randomly to the experimental group and one teacher was assigned to the control group. This procedure resulted in 23 teachers assigned to the experimental group and 18 assigned to the control group. The distributions of the two groups by grade level and years of experience are shown in Tables 1 and 2. The 23 teachers comprising the beginning-of-year treatment group included 15 teachers with 0 to 2 years of experience and eight teachers with 3 to 12 years. Of these teachers, 12 taught primary grades (1 to 3) and 11 taught at the intermediate level (Grades 4 to 6). The 18 teachers in the beginning-of-year control group included eight teachers with 0 to 2 years of experience and 10 teachers with 3 to 12 years. Nine of these teachers taught primary level classes and nine taught intermediate level classes.

In order to provide for a test of Hypothesis 3, after the first 8 weeks of school data collected in the first 8 weeks of school were used to identify control group teachers who had experienced management or organization problems. These teachers were then given a mid-year (December) workshop to improve their management skills. Management data used in the selection process included amount of inappropriate and disruptive behavior and student engagement rates. There were several reasons for choosing teachers in this manner. By the end of observations during the first 8 weeks of school, it was clear that the control group contained many teachers who had excellent classroom management skills: to engage them in the treatment would have been pointless. That left half the sample on whom some effect might be observed. These nine teachers were treated as a group rather than divided randomly into treatment and control groups because this would have resulted in too small a sample to yield adequate power for tests. The absence of an equivalent control group for the second treatment group will place an obvious limitation on conclusions for Hypothesis 3. However, because a series of observations of each teacher was made before and after the December intervention, an assessment of treatment impact can be made, albeit with caution. Years of teaching experience, sex, and grade level taught by teachers in this group are shown in Table 3. The remaining nine teachers received the treatment manual and workshop in March after all observations were completed.

Description of the beginning-of-year treatment procedures. The major component of the CMIS treatment was the teachers' use of the management manual, Organizing and Managing the Elementary School Classroom (Evertson, Emmer, Clements, Sanford, Worsham, & Williams, Note 10). The manual is organized around 11 elements of classroom organization and management, five of which focus on planning and establishing a good system of management at the beginning of the school year. The other six areas deal with maintaining good classroom management and organizing instruction. The 11 prescriptions for effective management are:

1. Readying the classroom. Be certain your classroom space and materials are ready for the beginning of the year.
2. Planning rules and procedures. Think about what procedures students must follow to function effectively in your classroom and in the school environment. Decide what behaviors are acceptable or unacceptable. Develop a list of procedures and rules.
3. Consequences. Decide ahead of time consequences for appropriate and inappropriate behavior in your classroom, and communicate them to your students. Follow through consistently.
4. Teaching rules and procedures. Teach students rules and procedures systematically. Include in your lesson plans for the beginning of school sequences for teaching rules and procedures, when and how they will be taught, and when practice and review will occur.
5. Beginning-of-school activities. Develop activities for the first few days of school that will involve students readily and maintain a whole group focus.
6. Strategies for potential problems. Plan strategies to deal with potential problems that could upset your classroom organization and management.
7. Monitoring. Monitor student behavior closely.
8. Stopping inappropriate behavior. Handle inappropriate and disruptive behavior promptly.
9. Organizing instruction. Organize instruction to provide learning activities at suitable levels for all students in your class.
10. Student accountability. Develop procedures that keep the children responsible for their work.

11. Instructional clarity. Be clear when you present information and give directions to your students.

Each of the above prescriptive areas and statements is the subject of a separate chapter in the manual. In each chapter, the general prescriptive statement is made more explicit by providing a rationale for it, definition of terms, and specific recommendations and guidelines for implementing the prescription. To facilitate understanding and use, numerous case studies are provided along with several checklists which contain specific behaviors and activities for particular prescriptions. An outline of the contents of the manual is provided in Appendix A. Copies of the manual are available through the R&D Center's Communication Services office.

The beginning-of-the-year treatment group teachers were given the manual at a workshop conducted in the week prior to the first day of school. Teachers were asked to read the entire manual, but to give special consideration to the five prescriptions dealing with the beginning of school.

Beginning-of-year treatment teachers attended two 3-hour workshops. The first workshop (at which teachers received the manual) took place 4 days before the beginning of the school year, and the second (booster) workshop took place during the fifth week of the school year. All but two of the 23 treatment teachers attended the first workshop. Copies of the manual were delivered to the two teachers who missed the workshop. For the second workshop, teachers were allowed to choose either a Wednesday afternoon or Saturday morning workshop. Fourteen attended on Wednesday after class hours, and seven attended on Saturday morning. Two teachers did not attend the booster workshop.

The workshops were organized to support the use of the manual, rather than for the presentation of additional management strategies. Copies of workshop agendas, outlines, and activity handouts are in Appendix B. The before-school workshop was designed to introduce and reinforce contents of the classroom management manual while encouraging some interaction among teachers in similar grade levels. The first workshop included an introduction and explanation of the project, including an explanation of the research basis for the contents of the manual. A staff member discussed the objectives of the workshop and the organization of content in the manual.

During the workshop, teachers were divided into three groups by grade level taught. Each group met with a staff member to overview and discuss sections of the manual: "Planning Rules and Procedures," "First Day Activities," or "Organizing Instruction." About 35 minutes of discussion was devoted to each of the three sections. The staff member leading each small group gave a brief overview of the section's contents and led the teachers in a discussion of case studies or items of concern to them regarding the particular area of focus. Teachers were encouraged to ask questions and share suggestions, comments, and experiences about particular management tasks. The three staff members rotated among the groups of teachers so that all teachers were introduced to all parts of the manual. At the end of the workshop, the teachers rejoined as a large group to view and discuss a 30-minute video tape entitled, "The First Day of School: Effective Classroom Management in the Elementary School" (Association for Supervision and Curriculum Development, 1980). This videotape, based on COET's descriptive management research, illustrates an effective teacher's first-day activities.

The booster workshop was held during the fifth week of the school year. The purposes of this workshop were: (a) to refocus the attention of the teachers on parts of the manual which would be useful throughout the remainder of the school year; and (b) to enable teachers to discuss problems with other teachers and staff members. Three data sources were used in planning for this booster workshop:

1. A preliminary analysis of classroom data from observations made in the first 3 weeks of school. Mean scores on each of 49 observation variables were computed in order to identify common problems in classes of teachers in the treatment group.

2. Observer comments on teachers they had seen two or more times. Observers were asked to rate general level of management problems they had observed in particular classes and to describe the nature of recurring problems or difficulties. Observers did this for all teachers to mask group membership identification.

3. Teachers' stated preference for workshop content and activities. In a telephone interview, teachers were asked to identify their management problems or areas of concern or interest, to specify topics they would like to have discussed at the workshop, and to suggest activities or formats they would prefer for the session.

Two main areas of focus for the workshop were identified: instructional organization and behavior management. Staff members prepared brief scenarios illustrating management problems observed in these two areas. These typewritten sketches of classroom situations were used to structure small group problem-solving discussions. As teachers offered solutions and exchanged ideas, staff members pointed out areas in the manual dealing with these problems and offered additional suggestions when possible. Teachers as well as staff members contributed many good suggestions during these discussions. To get feedback on the teachers' use of the manual in the first weeks of school, the CMIS staff asked teachers to fill out a brief questionnaire covering how extensively they had read and studied each of the 11 sections of the manual and how useful each prescription was to them.

Teachers in the beginning-of-year treatment group were asked not to share the contents of the manual or workshops with other teachers or school personnel for the duration of the study.

Description of control group procedures and mid-year workshops. The 18 teachers comprising the beginning-of-year control group did not receive the management manual or associated workshops until either December or February. At the beginning of the study, these teachers were told that information obtained during classroom observations would be used in the development of the mid-year workshops designed to address their concerns and needs for improving organization and management. Classroom observation schedules and procedures were the same for control and for treatment group classes. Teachers received no feedback or suggestions from classroom observers.

Nine of the 18 teachers in the control group participated in a workshop in December, 1980, prior to the Christmas holidays. The selection of these teachers was described in the earlier section on treatment and control group formation in the discussion of the basis for a test of Hypothesis 3. The teachers were informed that the objectives of the workshop were: (a) to provide them with the management manual;

(b) to introduce them to its contents; (c) to discuss areas of classroom management in which problems had been observed; and (d) to describe ways that the materials could be used to make changes and improvements in classroom management beginning with the first day after the Christmas holidays. Funding for substitute teachers was provided so that teachers could attend the half-day workshop during school hours.

During the workshop the teachers were divided into two groups by grade levels (primary and intermediate). Staff members met with the groups to discuss behavior management and instructional organization. Behavior management problems discussed included impulsive students, improving classroom behavior, children who come up without permission, children calling out responses, and interruptions and distractions. Instructional organization problems discussed included giving directions, transitions, heterogeneous classes, team teaching, and use of groups. Brief problem scenarios were used to introduce discussions, and teachers were referred to relevant parts of the manual. Teachers and staff members discussed ways to deal with the problems.

After the small group discussions, the teachers were given suggestions for after-Christmas activities that would help them establish or improve classroom management and organization in the new term. These suggestions were keyed to the manual. A case study of an effective teacher's activities on the first day after the Christmas break was read and discussed by the group as a whole. Copies of all workshop materials are presented in Appendix C.

On February 10, 1981, the remaining nine teachers in the control group attended a workshop and received the management manual. The purpose of this workshop was strictly informational and intended to fulfill our earlier agreement with these teachers to provide information about the study after data collection had been completed. Because this workshop occurred after observations had ceased and has no bearing on tests of hypotheses, no further description will be provided.

Data Collection

Observer training. Classroom observation data in the CMIS were collected by a team of 23 trained classroom observers. Most of the observation team members had classroom teaching and/or research experience. A total of 10 were R&D Center for Teacher Education staff members; 11 were graduate students in Educational Psychology, Curriculum and Instruction, or related areas; and two were part-time employees with graduate degrees and teaching experience. Observer training took place during the month before school began and consisted of five full days distributed over a week and a half. Observers received explanations of the background, purpose, and design of the study, as well as guidelines and directions for using the observation instruments. Training activities included reliability checks, practice with videotapes of classroom instruction, and other kinds of practice exercises.

Classroom observation schedules. Teachers were observed during August through February, with emphasis given to the first 8 weeks of school, in order to assess the treatment's impact on the teachers and on their classes. Each teacher was observed on the first class day and on seven other occasions during the first 8 weeks of school. For teachers in the December workshop group, an additional observation was made in November. From January through mid-February, each teacher was observed four more times. Each observation lasted approximately 2-1/2 hours, with about two-thirds of each teacher's observations taking place in the morning. Observers were assigned to teachers so that at least two observers saw each teacher on several occasions. Observers were not informed about the group assignments of the teachers. To further minimize observer bias, observers were told in training not to try to guess to which group a particular teacher might be assigned, and they were not provided access to the management manuals and workshop materials.

Observation Instruments

Narrative records. Narrative records were used to gather qualitative data about classroom activities and behaviors of both teachers and students. During each observation an observer recorded notes on the Narrative Record forms. After the observation, the observer used the notes to dictate more complete information onto a tape, which was transcribed to produce a typed record. The observer was asked to preserve the correct sequence of the activities, noting teacher and student behaviors and recording as many direct quotes as possible. The length of the typed Narrative Record varied, depending upon the complexity of the classroom setting, behaviors, and activities, as well as the skill of the observer in recording the details of classroom life. Manuscripts for an observation in the CMIS frequently ranged between 20 and 30 typed, double-spaced pages. Training procedures emphasized gathering information about dimensions relevant to management variables, while they still allowed observers to note and record other details of classroom life. Written instructions provided to the observer during training are shown in Appendix D. A portion of a sample narrative is also provided for readers who are interested in the nature of the qualitative data gathered using this technique.

Student engagement rates (SER). Two important dependent variables in the CMIS are assessed using the SER instrument: class mean on-task rates and the amount of unsanctioned off-task student behavior. Beginning at a randomly determined time during the first 10 minutes of each observation, and thereafter every 15 minutes, observers stopped taking notes for the Narrative Record and used the SER form to record the number of children in the class who were engaged in academic or procedural activities or who were off task, in dead time, or not observable. Observers recorded approximately 10 SERs on the form during each observation. Appendix E contains the training manual for the SER form, along with a sample form. SER counts are converted to proportions by dividing the number of students in each category (e.g., off-task, unsanctioned) by the number of observable students present. A score for each category in each observation is obtained by calculating the average of the SERs during that observation. Each time an SER is completed, the observer also records the type of activity and the lesson format, so that later analysis of these data by format or activity type is feasible.

The reliability of the SER measures has been determined in several studies, which have conducted reliability checks using observer pairs present in the same classrooms at the same times. Using intraclass correlations, between observer agreement of .70 or higher has been found on most of the SER categories (Evertson, Emmer, & Clements, Note 11). In the present study, two reliablity checks were made. During training, observers used the SER to assess engagement for several video taped lesson segments. Their assessments were compared to expert (experienced staff) assessments and were in satisfactory agreement. Another check on reliability was provided by comparing SER variable scores made by different observers of the same teacher. This check was made for observations during Weeks 2 through 8. For each teacher, average SERs were calculated for each observer who saw the teacher during that time period. Intraclass correlations were calculated to estimate the percent of variance of each variable that was reliable. These coefficients are reported in Table 4. As can be seen from the results, the off-task and on-task SER variables show high levels of observer agreement ($p \leq .001$), as does the estimate of student success made each time an SER was recorded. The lower coefficients for academic and procedural distinctions may reflect instability in the amount of academic versus procedural activities across observations, rather than disagreements about the rate of engagement in those activities. This likelihood is supported by the substantially higher coefficient for "on task" which is a combination of the academic and procedural formats. The distinction between "definitely" and "probably" is not worth preserving in data analysis. Finally, it should be pointed out that these estimates are probably lower than would be obtained had observer pairs been present for the same observation of each teacher. That is, because the observers saw the teacher on different days, instability resulting from interoccasion variation is present. Although this instability probably lowered the reliability estimates for between-observer agreement, the reported coefficients are actually a better reflection of the true generalizability of the variables, because they reflect to a degree the stability across observations as well as observers' agreement.

Component ratings (CR) and Addendum Component Ratings (AdCR). After each observation the Component Rating (CR) scales were used by the observer to assess teacher and student behavior on a number of variables. The seven Addendum Component Rating (AdCR) scales were used only during the first week of school. The variables along with their five scale points are defined in a coder's manual presented in Appendix F. Student behaviors assessed with the CRs include the level of disruptive behavior and inappropriate behavior, two variables used as dependent variables (in addition to on-task and off-task engagement rates) to assess treatment effects on student behavior. In addition, a variety of teacher behaviors are measured, many of which relate directly to one or more of the classroom management recommendations provided to the treatment teachers. Thus, comparisons of the component ratings for treatment and control teachers provide tests of implementation of the treatment recommendations. However, because the variables are not grouped by management areas on the CR instrument, readers will need to examine tables in the Results section to identify variables with areas.

Estimates of reliability of the CR variables are given in Table 5. These estimates are derived from observations in Weeks 2 through 8. Because each teacher was seen by two or more observers, an estimate of agreement between observers could be obtained using the same analysis procedures as was done with the SER variables. Each observer's CR scores were averaged across the observations they had made of the teacher. These observer averages were compared using intraclass correlations for each variable. As with the SER reliability data, these coefficients are probably lower than would have been obtained had observer pairs been in the teachers' classrooms at the same time.

Again, however, the reported coefficients are a better estimate of the actual generalizability of the variables because they are also influenced by whatever instability exists across observations. The reliability data indicate that most of the CR variables are reliable. However, 10 of the 49 variables did not have sufficient reliability to warrant their use in tests of hypotheses of treatment/control group differences and these variables are not included in data analyses reported in the results section of this report.

Time Logs. The Time Logs provide quantitative records of activity sequences and time allocations during each observation. The observers, using information from their Narrative Record notes, completed a Time Log after each observation. Although information from the Time Logs are not used in tests of hypotheses in this report, the data provide useful summaries of each observation and will be used in other analyses of time use in elementary school classrooms. The observer guidelines for Time Logs is shown in Appendix G.

Observer Ratings of Teachers (ORT). After the fourth week of observations, a set of summary ratings of each teacher was made by observers who had seen the teacher on at least two occasions. The purpose of making these ratings at this time was to gather information about teaching behavior and activities during the first month of school, especially about variables that required several observations to assess and/or that were expected to occur relatively less frequently than most variables assessed on the CRs. The observer rating form is shown in Appendix H. Reliability of the observer summary ratings was determined by comparing the ratings made by different observers of the same teachers. These reliabilities are given in Table 6. About half of the summary rating variables were reliable at the .05 significance level and will be used in subsequent analyses. Most of the unreliable summary rating variables focused on frequencies of different types of academic feedback provided to students or different ways in which teachers responded to "comeups" by students.

Narrative Reader Ratings (NRR). The narrative assessment form was developed for use by readers of the narratives in order to provide quantitative summaries of relevant management variables. The assessment form also helped to document the information available in the qualitative data base provided by the narratives. Items were chosen for inclusion in the narrative assessment form either because they represented variables of interest in comparing the experimental and control groups in the study or because they represented important dimensions of classroom management not adequately assessed using the other instruments. Such variables include those which require multiple observations in order to render a satisfactory judgment, or which are categorical in nature and required the classification of the teacher as possessing particular management characteristics. For the present report and associated analyses, narratives were read for a given teacher as a set. Readers were assigned to read all of the narratives for a given teacher beginning with the first day of class and extending through the eighth week of school. Reader reliability was checked by comparing ratings made by pairs of observers who read the same sets of narratives of 20 teachers. The reliability of the various NRR variables are shown in Table 7. The narrative assessment form itself is also given in Appendix I. As can be seen from the table of the reliabilities, 23 of the reader rating variables were significant at .05

probability levels; and reliabilities for two were not significant at $p = .06$. Variables that were not significant were not used in any analyses.

Other Data

Several other types of data were collected in the CMIS. These data were intended for use in understanding the teacher's perceptions of the treatments and other activities in the study, and to obtain information about the classroom context in which each teacher taught.

Management manual questionnaire. All teachers completed a questionnaire assessing their reactions to each section of the management manual. The questionnaire is shown in Appendix J. The teacher's perception of the usefulness of each section of the manual was assessed by 11 questions, scaled from 1 (not useful) to 5 (very useful). The degree to which the teacher reported reading and studying each section was assessed by 11 additional items, scaled from 1 (none) to 5 (studied this part carefully). Teachers in the experimental group were mailed the questionnaire prior to the booster workshop and were asked to bring the completed form to the workshop. Because teachers in the control group did not receive copies of the management manual until later in the school year, the questionnaires were mailed to these teachers prior to their interview in March; the questionnaires were collected at the interview meetings.

Knowledge of management questionnaire. This questionnaire consisted of 14 items for which the teacher wrote responses. The questionnaire form is provided in Appendix K. Questions were designed to assess the teacher's comprehension of management principles in three areas: planning (Items 1 to 5), behavior managment (Items 6 to 8), and instructional management (Items 9 to 14).

After they agreed to participate in the study, the treatment group teachers were mailed questionnaires prior to the first workshop. Teachers were asked to complete the questionnaire and return it at the first workshop, which took place at the beginning of the year before school began. The control group teachers were mailed the questionnaire later in the year, just prior to their workshops. Thus, the nine teachers in the control group who participated in the December workshop were mailed the questionnaire prior to that workshop and turned it in at the time of the workshop. The remainder of the control group, who participated in the workshop in February, received the questionnaire prior to that workshop and returned it at that time.

To score the open-ended responses on the questionnaire, the questions were organized into the three main areas: planning, behavior management, and instructional management. Teachers' responses to these three areas were then typed onto separate cards which were then subjected to a Q-sort by members of the COET Project staff. A separate sorting was done for each of the three areas. In order to estimate the reliability of the scores thus obtained, the raters were given subsets of cards with overlapping membership. Inter-rater reliability was then calculated separately for each scale using the paired ratings. The interrater reliability for planning was .92, for behavior management .72, and for instructional management .73. The intercorrelations among the three subscales, using data for 33 teachers from whom complete questionnaires had been obtained, produced $\underline{r} = .51$ for planning and behavior management, r = .31 for planning and instructional management, and r = .39 for behavior management and instructional management.

Teacher interviews. After all observations in classrooms were completed and all workshops had been conducted, each teacher was interviewed. The purpose of the interview was to gather information about the impact of the study on the teacher, perceptions of the teacher regarding management issues in general, their reactions to events during the year, and their perceptions and reports of their experiences during the year within the area of classroom management. The length of the interviews varied, but most were around 45 minutes to 1 hour in length. The interviews were tape-recorded and subsequently transcribed. The interview questions for the treatment group teachers, the December workshop group teachers, and the remaining teachers in the control group were similar in many respects, but a few questions differed because of the differences in the teachers' involvement in the study. Copies of the interview questions are provided in Appendix L.

Results

This section will present the results of data analyses for each of the four hypotheses and some supplementary results which check for observer halo or other bias in the observation data.

Treatment Implementation

> Hypothesis 1: Teachers who are provided at the beginning of the school year with a manual and workshops whose contents describe effective management behaviors will exhibit more of such behaviors than will teachers not receiving the manual and workshops.

Classroom observation data. To test this hypothesis, measures were taken from four different instruments: Component Ratings, Addendum Component Ratings, fourth week Observer Ratings of Teachers, and Narrative Reader Ratings. These instruments provided indicators of the teachers' use of management behaviors included in the 11 prescriptions in the manual. For each instrument statistical tests were conducted to determine whether treatment teachers exhibited more of the behavior than control teachers. Results, grouped by prescription, are shown in Table 8. Numerous variables measured on the four instruments were not intended nor used to test Hypothesis 1, and therefore, these variables do not appear in Table 8. Such variables were included in the instruments in order to provide more descriptive data or for methodological reasons. Because results for these variables are not included in Table 8, separate tables for each instrument's variables are provided in Appendix M.

The Component Rating items were analyzed by a repeated measures analysis of variance, with group membership (control versus treatment) as one independent variable and time of year as a second repeated measures independent variable: the first week of school, the second to the fourth weeks of school, and the fifth to the eighth weeks of school. Previous research had shown that the first week of school was different from following weeks. Furthermore, a check on persistence of effects over time was desired. Therefore, time was divided into three time periods (first week, Weeks 2 to 4, Weeks 5 to 8) to allow a test for Group x Time interaction. Results for all the CR variables are reported in Table A (Appendix M), and CR variables measuring specific prescriptions are listed in Table 8 under appropriate prescription headings. It should be noted that two fewer control teachers and one fewer experimental teacher were available for analyses of the CR data than for the other instruments. Three teachers were transferred to other schools before the end of the first 8 weeks of observation. Their CR data were thus incomplete. However, they were retained in analyses of other instrument's variables because sufficient observations had been made to provide a basis for those assessments.

T-tests were conducted for differences between treatment and control groups for Addendum Component Ratings, fourth week Observer Ratings of Teachers and Narrative Reader Ratings. Complete results are shown in Tables 10, 11, and 12 for these instruments, although variables measuring implementation of specific prescriptions are also listed by those prescriptions in Table 8.

There are seven variables taken from the four instruments discussed above that measured different aspects of Prescription 1, Readying the Classroom. Two of these seven variables (Room was orderly and well organized during the first week of school, and Student name tags were used effectively) were significantly greater ($\underline{p} \leq .05$) for the treatment group than the control group.

Of the 10 variables measuring various aspects of Prescription 2, Planning Rules and Procedures, seven were significantly different between treatment and control groups and all these differences were in the expected direction. Treatment teachers were rated as having more Efficient administrative routines, more Appropriate general procedures, fewer Come-ups while the teacher was engaged with another student, fewer Students calling out without raising their hand, higher ratings on Sufficient number and scope of workable procedures and rules for small group activities, Sufficient number and scope of workable procedures for whole class activities, and they were rated as having fewer Problems related to class verbal participation.

Five variables measured aspects of Prescription 3, Consequences. Two of these variables, Teacher follows through with negative consequences consistently and Teacher has an effective and appropriate system of consequences, were significantly greater ($\underline{p} \leq .05$) for treatment than for control groups.

For data analysis, Prescriptions 4, Teaching Rules and Procedures, and 5, Beginning-of-School Activities, were combined. Treatment teachers rated higher on seven out of the eight variables measuring these prescriptions. Treatment teachers were rated significantly higher on: Signals appropriate behavior; Teacher presents, reviews, or discusses classroom rules or procedures; Presentation in the first week includes explanation of rationale for rules and procedures; Rehearsal or practice of procedures is included for presentation and Review of rules and procedures in the first week of school; Teacher provides feedback and review of rules and procedures during the first week; Teacher stays in charge of students in the first week of school; and finally, Procedures and rules are well taught.

Of the three variables relating to Prescription 6, Strategies for Potential Problems, treatment teachers were rated higher on two of these: Manages interruptions, and Students with behavioral disturbances are handled well.

Prescription 7 dealt with Monitoring. On two of the four variables asssessing various aspects of teacher monitoring, treatment teachers were rated higher than control group teachers: Effective monitoring overall and Effective monitoring of transitions.

There were eight variables assessing teachers' use of recommended behaviors in Prescription 8, Stopping Inappropriate Behavior. Treatment teachers were rated higher than control teachers on half of these variables and differences on the other four variables were in the expected directions. Treatment teachers were rated as: Managing behavior more consistently; Stopping inappropriate behavior more quickly; Citing rules or procedures in response to inappropriate behavior more often; and Ignoring inappropriate behavior less often than control teachers.

Prescription 9 dealt with Organizing Instruction. None of the three variables measuring use of recommended behaviors for this prescription significantly differentiated between treatment and control teachers.

Seven variables measured various aspects of Prescription 10, Student Accountability. Three of these variables showed significant differences ($p \leq .05$) between treatment and control teachers and all other differences were in the hypothesized direction. Treatment teachers were more consistent in Enforcing work standards and were more successful in Maintaining students' responsibility for work and in Monitoring student progress and completion of assignments.

There were six variables measuring Prescription 11, Instructional Clarity. Half of these variables showed significant differences between treatment and control teachers. Treatment teachers were rated higher on Describes objectives clearly, Provides clear explanations for presentations, and when giving directions, Questions to determine students' understanding.

Teacher self-report data. Additional information concerning implementation of the CMIS treatment was obtained by examining treatment teachers' responses to the manual questionnaire. The manual questionnaire asked teachers to respond to two questions about each of the 11 prescriptions or sections in the manual. The first question was: "How useful did you find the suggestions in this section?" And the second was: "How much did you read or study the contents of this section?" Teachers responded to the two questions separately on different pages of the questionnaire. Mean treatment teachers' responses for each of the 11 sections of the manual are shown in Appendix M. In general, teachers considered all of the sections of the manual moderately to very useful and said that they used some to many of the suggestions. (Scale point 3 for the question, "How useful did you find the suggestions in each section?" was defined as "moderately useful, used some of the suggestions, materials helpful." A rating of 4 for the same question was defined as "useful and helpful, used many of the suggestions.") Treatment group teachers reported that they used and read prescriptions in the second half of the manual somewhat less than those in the first half, although mean usefulness ratings for these latter prescriptions were still moderate.

Correlations computed between teachers' read and study ratings and their ratings of the usefulness of each prescription showed teachers' responses to the two questions to be significantly and positively correlated ($p \leq .05$) with Pearson correlation values ranging from .65 for Prescription 1, Readying the Classroom, to .31 for Prescription 3, Consequences. These correlations indicated that teachers tended to use and find helpful those prescriptions that they read most thoroughly and/or that they were more inclined to study sections which seemed most helpful. At any rate, few teachers who read a chapter rated its contents as useless or not helpful. Usefulness ratings tended to be somewhat higher than read and studied ratings.

Additional information concerning implementation and teachers' perception of the treatment was obtained from the end-of-year interviews. This information will be included in the Discussion section.

A part of the analysis for Hypothesis 1 dealt with teachers' persistence in their greater use of recommended behaviors. Results from the repeated measures analysis of variance of the Component Ratings taken over the first 8 weeks of school addressed this question and are shown in the last column of Table A in Appendix M. The number of significant Group x Time interactions is about at the level of chance expectation. This result indicates that the differences between treatment and control groups were constant over the first 8 weeks of the study with no apparent diminution of effect. Of the 14 Component Rating variables keyed to the management prescription areas and which measured teacher behaviors that showed a significant difference between treatment and control groups, only one (Teacher stops inappropriate behavior quickly) showed a significant interaction with time. This variable decreased steadily for treatment teachers over the first 8 weeks of the study, but increased slightly for control teachers and then decreased. The effect was ordinal, however, and treatment teachers did stop inappropriate behavior more quickly than control teachers throughout the first 8 weeks of school.

Additional information about the persistence of the effect in the Treatment group was obtained from plots of each of the Component Rating variables showing means for treatment and control groups for each of the three time periods. A fourth time point consisting of all after-Christmas observations was included for the treatment group. (There was no control group after Christmas because half of these teachers were selected for the December workshop on the basis of having management problems.) Plots for selected variables are included in Apppendix N. A review of the plots and main effects for time showed that for a number of variables there was a significant change over time, but that this change was the same for both treatment and control groups during the 8 week period. Both groups increased or decreased the same amount, so the difference between the groups remained constant.

The plots also showed that the greatest change in behavior generally occurred between the first week of school and the following 3 weeks. There were also changes in many behaviors after the Christmas holidays, but these changes were very slight, indicating that for the most part, treatment teachers maintained their use of these management behaviors during January and February.

Effects on Student Behavior

> Hypothesis 2. Teachers provided with the manual and workshops at the beginning of the year will establish and maintain better managed classes than will teachers not receiving the manual and workshops.

To test this hypothesis, variables measuring student behavior in the classroom were taken from two different instruments: Amount of disruptive behavior and amount of inappropriate behavior were taken from the Component Rating instrument and variables measuring student task engagement (On-task all activities and Off-task unsanctioned) were taken from the Student Engagement Rate instrument. These variables were analyzed with a repeated measures analysis of variance, with group membership (control versus treatment) as one independent variable and time as a second repeated measures independent variable. Again, there were three time periods: Week 1, Weeks 2 to 4, and Weeks 5 to 8. Results are shown in Table 10.

In classes taught by treatment teachers there was significantly less ($\underline{p} \leq .05$) inappropriate student behavior than in classes taught by control teachers. Treatment teachers' classes also had significantly lower proportions ($\underline{p} \leq .05$) of students off task without the teachers' permission (off-task, unsanctioned), and significantly greater proportions of students engaged in appropriate tasks (on task). These results indicate that treatment teachers were able to establish better managed classes than control teachers. This finding is also supported other indicators of management success shown in Table 11. Of these eight variables, six showed significant differences ($\underline{p} \leq .05$).

The persistence of better classroom management was assessed using the ANOVA results for the two Component Ratings (amount of disruptive student behavior and amount of inappropriate student behavior) and the Student Engagement Ratings. The absence of interactions and the presence of group effects indicate that the treatment teachers maintained better managed classrooms across the first 8 weeks of the study. Disruptive behavior, inappropriate behavior, and student off-task and on-task engagement rates were plotted across four time periods (the fourth time period was only plotted for treatment teachers as there was no control group after Christmas). These plots are shown in Appendix N. A review of the plots confirms that treatment teachers did maintain better managed classrooms and suggests that these teachers also maintained or improved their classroom management during January and February.

Mid-year Intervention

Hypothesis 3A. Teachers who receive the treatment manual and a related workshop during the year will subsequently exhibit improved management behaviors, and

Hypothesis 3B. The levels of student task engagement and cooperation in these teachers' classes will improve.

In order to identify a sub-group of control teachers who were experiencing some management problems in their classes and who, therefore, might benefit from a mid-year intervention, class mean scores for inappropriate and disruptive student behavior and student task engagement in the first 8 weeks of school were computed, and teachers in the control group were ranked on these measures. In addition, observers were asked to provide written comments on several aspects of classroom management in each class they had observed a number of times. Class rankings on student behavior and observer comments were used to select teachers to receive the CMIS manual and workshop before the Christmas holidays.

To determine the effect of the treatment on the classroom management of these teachers, two sets of comparisons were made: Average Student Engagement Ratings and Component Ratings for observations conducted during Weeks 2 to 4 were compared with averages for Weeks 5 to November, and averages for observations conducted during Weeks 5 to November were compared with averages for January and February observations. The purpose of the first set of comparisons was to determine if an increase or decrease occurred in behavior prior to the treatment; if so, a similar increase or decrease in the behavior after treatment could not be attributed to the treatment. However, no change in behavior prior to the treatment, but a change after the treatment, would suggest that the change in behavior might be due to the treatment.

The error term for these sets of comparisons was the error term obtained by pooling over the three time periods; this pooled error term should be more accurate because it is based on more observations.

Results are shown in Table 12. It appears that the before-Christmas workshop did have some effect upon the behavior of the teachers in the group. Teachers were rated significantly higher on the following variables after the treatment: Teacher describes objectives clearly, Monitors student understanding, Consistently enforces work standards, Rewards appropriate behavior, Stops disruptions and inappropriate behavior quickly, and Manages interruptions. There is little evidence, however, that the change in teacher behavior had an effect on classroom management success: There was no significant decrease after the treatment in the amounts of disruptive or inappropriate student behaviors, nor in the percentage of students off task without the teacher's permission (Off-task, unsanctioned) or of students on task.

Before their interviews in March, teachers who received the manual at the before-Christmas workshop responded to the same manual questionnaire that had been completed by the teachers in the main treatment group. For each of the 11 prescriptions, they rated the extent to which they had read and studied the manual and (separately) how useful the material in the section had been to them. Their mean ratings for each prescription are shown in Table 9. Consistent with the teachers in the main treatment group, the nine before-Christmas workshop teachers reported moderate to high levels of reading the manual and finding the material in it helpful. Their responses were significantly lower ($p \leq .05$) than those of the main treatment group on only one prescription, Prescription 2, Planning Rules and Procedures. The before-Christmas workshop group gave relatively high usefulness ratings to those areas of the manual dealing with managing student behavior: monitoring, stopping inappropriate behavior, and dealing with problem students. They also rated the Clarity prescription relatively high. These aspects of classroom management had received emphasis during their workshop.

Management Practice

> Hypothesis 4. Teacher behaviors and activities identified as being effective management practices in prior descriptive correlational research and included in the CMIS manual will be associated with higher levels of student task engagement and cooperation in the present study.

To test this hypothesis, student cooperation was measured by the variable, Amount of disruptive behavior, obtained from the Component Rating instrument. Task engagement was measured by average on-task rates obtained from the Student Engagement instrument. Teacher behaviors and activities were measured by four different instruments: Component Ratings, Addendum Component Ratings, fourth-week observer Ratings of Teachers, and Narrative Reader Ratings. Student disruption and on-task rates were averaged over all observations and correlated with measures of teacher behaviors and activities. Two other measures of cooperation, Inappropriate student behavior and Off-task unsanctioned behavior rates, were not used in testing Hypothesis 4, because intercorrelations among all four student behavior measures (shown in Table 13) indicated that they would produce a redundant pattern of correlations.

Table 14 shows the correlations of the disruptive and on-task variables with the teacher behavior variables, grouped by the 11 manual prescriptions. In the computation of these correlations, the contributions to covariation from group membership have been partialled out. Thus, these correlations are not affected by experimental versus control group differences on the variables.

An examination of the pattern of correlations in Table 14 indicates that all of the prescriptive areas in the manual, except the combined Prescriptions 4 - 5 (Teaching Rules and Procedures and Beginning-of-School Activities) had at least several variables possessing moderate correlations with either the disruptive or the on-task behavior variables. However, of the 16 correlations between teacher behavior and student behavior in Prescriptions 4 - 5, only four were significant and none was higher than .43. For some of the prescriptive areas, the pattern and magnitude of the correlations were different for the two management criteria. Indicators of Room and Materials Preparation (Prescription 1) and Consequences (Prescription 3) significantly predicted on-task behavior but not disruptive behavior rates. Moreover, the correlations between on-task student behavior and the teacher behavior variables tended to be stronger than correlations with disruptive behavior in two other areas: Monitoring (Prescription 7) and Organizing Instruction (Prescription 9). In Prescription 2 (Rules and Procedures), Prescription 6 (Potential Problems), Prescription 8 (Stopping Inappropriate Behavior), Prescription 10 (Student Accountability), and Prescription 11 (Instructional Clarity), the pattern and strength of association is similar for both management criteria and generally one or more correlations are of at least moderate magnitude. Taken as a whole, then, the pattern of within-group correlations supports the recommendations for management behavior and activities presented in the manual.

Analyses to Examine the Extent of Halo and Other Observer Errors

A possible limitation on interpretation of these results is the potential for halo or other errors of observation. Halo would occur if an observer developed a general positive or negative set toward a teacher and then allowed that set to influence assessments of behavior on other variables. For example, an observer might decide that a teacher generally does a good job and therefore would be more inclined to rate the teacher's behavior as more frequent or more characteristic on any positively stated variable, or conversely would tend to assess the teacher lower on negatively stated characteristics. Another source of error or bias would occur if the observer believed the teacher to be in either the experimental or control group. One might also expect errors to be greater on variables which require a higher degree of inference to assess.

The problem of halo and observer bias was combatted in several ways. First, observers and narrative readers were not told the group membership of the teachers they observed at any time during the study. Unfortunately, two narrative readers, because of their positions in the study, could identify group membership of the teachers. However, when these readers' scores on the narrative rating variables were compared to other readers, no experimenter-bias in favor of the hypotheses was detected. If anything, there was a slight tendency for knowledgeable readers to make lower assessments of the treatment teachers and more positive assessments of the control teachers than did the other narrative readers. Another step taken to avoid halo effects was to use variables which specified observable behaviors as much as possible. In addition both observers and readers were cautioned to avoid forming general impressions of teachers, and to make every attempt to assess each variable independently. Furthermore, observers were not shown treatment manuals or workshop materials, in order to avoid sensitizing them to particular aspects of the treatment recommendations.

In spite of such attempts, the potential for observer bias and halo was still present and could, of course, compromise the integrity of the research results. For example, suppose the observers, even without direct knowledge of group membership, formed a positive impression of treatment teachers because there was less disruptive behavior in their classes. This impression might then cause halo errors when the observer made assessments of the teachers on other variables. To some extent, we can infer from the fact that the experimental and control group teachers do not differ significantly on some of the indicator variables in the management areas as some evidence that halo and other bias does not substantially effect the obtained results. However, even the nonsignificant variables show differences somewhat in favor of the experimental group. This suggests that we still cannot be sure about the extent of any bias. In order to estimate the success of the procedures in reducing or eliminating halo and other bias, a further check was performed. A series of teacher variables was identified which had been reliably measured and which seemed susceptible to halo, but which did not relate directly to the recommendations in the treatment manual. For example, "Class has a relaxed, pleasant atmosphere" (CR8b) is a variable which is not directly related to any specific treatment component. Of course, it is plausible that over time, in a poorly managed class, high levels of disruptive behavior might lead to an unpleasant climate. However, there is little reason to expect significant treatment-control differences during the first few weeks of school. But if observer bias or halo was present, the observer's assessment of the teacher or class on such a variable might be affected. The check which was made was to compare experimental and control group means during the first 4 weeks of observation on nine variables identified as not directly related to the treatment, but which would be susceptible to halo or other observer errors. The results of these tests are presented in Table 15. No significant effects were found and no pattern of differences favoring the experimental group was obtained. Assuming that this generalizes to variables which were used to assess treatment impact, then there appears to be no basis for presuming that between-group differences obtained on these measures are confounded by systematic observer errors.

Discussion of Results

Results confirmed Hypothesis 1 and 2 of this study: Teachers who received the manual and participated in two workshops at the beginning of the school year used the recommended behaviors significantly more than control group teachers, and they were able to establish and maintain better managed classes, with higher levels of student task engagement and cooperation. In only one of 11 CMIS Prescription areas were no significant implementation effects found.

It should be noted, however, that implementation of the CMIS prescriptions was not an all or nothing occurrence, nor was good management restricted solely to the treatment group. All of the teachers, treatment and control, used some of the recommended behaviors, with varying degrees of success and consistency. In fact, examination of group means on teacher management variables and student behavior variables shows that control group teachers as a group were generally effective managers. This fact may have attenuated treatment effects and will be discussed more fully later. Nonetheless, consistent differences between mean scores on many of the classroom observation variables indicated that the CMIS treatment as a whole had a positive impact on teachers' classroom management. Interviews with the treatment group teachers confirmed this impact, and provided further information about the treatment effects.

Factors Contributing to Implementation

Before commenting on findings for individual prescriptions, the characteristics of the CMIS treatment that may have contributed to implementation will be discussed. The principal component of the treatment was a teacher's manual based upon results from prior descriptive research, which was given to treatment teachers at a workshop before school began. The contents of the manual focused on planning for and conducting class in the first weeks of school, and managing student behavior. The timing of the treatment was an important factor in the teachers' receptivity to the program. Faced with the beginning of a new school year, most of the teachers were eager for information that might help them in their planning and preparation. The manual questionnaire they completed before the booster workshop showed that material in the manual focusing on planning procedures and conducting the first week of school was reported to have been read and used by the teachers more than other parts of the manual. Another factor that may have contributed to teachers' attention to the treatment manual before school began was that the larger school district in the sample was undertaking a new busing program to achieve desegregation, and there was heightened concern in the district about getting a good start in managing student behavior.

Once teachers had been in the classroom for several weeks, they were ready to think more about maintenance and instructional problems. The booster workshop concentrated on these areas of the manual. All things considered, it appears that the treatment and its timing were congruent with teacher concerns, and it seems probable that this congruence contributed to implementation of the experimental program.

Interviews with teachers suggested other aspects of the nature of the treatment that affected implementation. First, almost all of the teachers said the manual and workshops were very helpful because they provided many concrete, specific, and practical suggestions. As one inexperienced teacher commented:

> Well, it seemed like I had heard everything before but had never had it explained so thoroughly in such a practical sense. A lot of ideas in here I had in college, but they didn't tell you how to do it. See, this tells you what to do and how to do it. (T 26, p. 23)

Many cited the case studies as particularly valuable because they provided concrete illustrations of how other teachers had implemented particular strategies. Most teachers stated that their preservice preparation had given them little practical information about classroom management, and almost all of the teachers said that the contents of the manual would be particularly useful for new teachers.

> This is not the type of thing that we get in the university. We just don't get this kind of stuff. (The manual includes) some really practical things: how to actually plan a step-by-step thing for the first day; how to organize your room. That sort of thing. These are . . .

> things that people who haven't really done it need to know about. (T 35, pp. 7-8)

A second generalization supported by the interviews was that teachers experienced an increased awareness of classroom management behaviors and classroom events as a result of their participation in the study. One second-year teacher explained:

> I was more conscious about what I was doing in the classroom, and how I did things, how I carried through with things . . . . I've maintained a consistency this year that I didn't do last year. And I think being in the program really helped me become aware of it, and see the importance of things like that. (T 09, p. 2)

Another less experienced teacher explained how the program helped her think about what she did:

> I'd been doing the things but not knowing what I was really doing...I had just happened to have a good model (in student teaching), so I was copying her, not knowing what I was doing, but it was working, (but this year) I knew exactly what I was doing and what the effect was. (T 11, p. 10)

Some said that the contents of the manual focused their attention on aspects of their own classroom management that they had not thought of before or had forgotten about. For example, one experienced teacher said:

> For me, it was a real shot in the arm to stop and reevaluate what I'd been doing so easily for seven years. I'd gotten into such a routine that this made me stop and go back through and say, 'Oh, yeah, I remember. I used to do that when I taught the first two or three years, and I've kind of cut that out. That's pretty good. Maybe I ought to bring that back.' (T 37, p. 14)

The end-of-year interviews included questions about teachers' perceptions of the workshops, as well as the manual. In general, teachers expressed very favorable responses to the workshops, although they were not considered to be as helpful as the manual. Almost all of the teachers stated that the workshops were particularly valuable because they provided the opportunity to share and to exchange ideas and solutions to common problems with other teachers.

> I really like being able to share experiences and share information and problem solving . . . (It was helpful to hear) the way one person handled it and the way another person handled it; and (I liked) the way we shared ideas. That really helped me a lot. It makes you feel like, well, there are people out there that are working with the same problems that I am. (T 09, p. 14)

Many of the less experienced teachers were relieved to find that other teachers were facing similar difficulties, and most of the teachers said that they had little opportunity for shared problem solving with other teachers. The structure provided by problem statements, solutions, and case studies in the manual (as well as that provided by workshop leaders) kept workshop discussions focused. When teachers heard other workshop participants say they had had success with a strategy recommended in the manual, they were encouraged to try it themselves.

The CMIS treatment design did not include a treatment group who received the manual without attending workshops. Therefore it is difficult to evaluate the extent to which the two workshops were necessary for achieving treatment effects. This question of the importance of workshops was addressed by the study by Crawford and others at Stanford (Note 7) in which the treatment effects among teachers who received the experimental program material without attending any workshops were as strong as for teachers who did attend workshops. However, our perception, supported by some of the teacher comments in interviews, is that the workshops were important in focusing teachers' attention on the contents of the manual. They may also have enhanced the treatment teachers' sense of accountability for following the manual, as Coladarci and Gage (Note 5) have suggested.

Implementation of Prescriptions

Analysis of results for each prescription shows that treatment effects were strongest for those prescriptions focusing on classroom rules and procedures (Prescription 2), conducting class in the first week of school, including the teaching of rules and procedures (Prescriptions 4 and 5), and managing student behavior (Prescriptions 7 and 8). No treatment effects were detected for variables subsumed under Organizing Instruction, Prescription 9, but significant effects were found for two areas related to instruction: Student Accountability (Prescription 10) and Instructional Clarity (Prescription 11). We will comment on results for some individual prescriptions or groups of prescriptions as shown in Table 8.

Readying the Classroom. Few effects were found for Prescription 1. Apparently, both treatment and control groups in this sample did a good job of preparing the setting for the beginning of school. However, some significant differences appeared when whole sets of classroom narratives for teachers were read and rated (Narrative Reader Ratings). The effect recorded in classroom narratives was a sense of greater order and preparedness in classes of teachers who were using the CMIS manual.

Treatment effects were also found for the use of name tags in the first week of school. Teachers in the treatment group were told to make large, easily read tags for students and their desks and to use these tags as long as they were necessary (i.e., until teacher and students knew all the names). Treatment teachers were also advised to plan the tags and their use so as to avoid problems in putting tags on or having tags distract students or interfere with their work. While almost all teachers used name tags the first day of school, more control group teachers failed to use them after the first morning, made (or let students make) tags that were not readable from a distance, or used name tags procedures that caused management problems.

Planning Rules and Procedures, and Strategies for Potential Problems. Prescription 2, Planning Rules and Procedures, was central to the CMIS treatment, and Prescription 6, Strategies for Potential Problems, was closely related, in that it required preplanning of strategies and procedures for coping with problems that were likely to arise in the classroom. The CMIS manual provided a comprehensive check list of areas and activities which need procedures, as well as examples and case studies. And it also gave some guidelines for rules and procedures based on research. Treatment teachers were rated as having better, more workable procedures for most classroom activities and fewer problems related to inadequate procedures. Control teachers were more likely to fail to give students enough information about what they were expected to do, and they were more likely to establish procedures only in response to problems that had arisen. The CMIS manual appears to have helped treatment teachers to devise effective classroom procedures proactively.

Teaching Rules and Procedures and First Week of School Activities. Prescriptions 4 and 5 were also part of the core of the CMIS treatment, and implementation effects were strong and consistent for these prescriptions. Suggestions in the teacher's manual were fairly specific about what teachers should include in their lesson plans for the first days of school and how they should teach students procedures and rules during this time. Several case studies at different grade levels were provided in the manual. In addition, the video tape viewed by the teachers during the first workshop showed many of the recommended behaviors for the first day of school. The interviews of many teachers, especially of inexperienced teachers, indicated that they used these models extensively.

Consequences, Monitoring, and Stopping Inappropriate Behavior. Results for these three prescriptions indicated that the CMIS treatment had a positive impact on teachers' behaviors directed at maintaining appropriate student behavior. In general, consistent differences favoring treatment group over control group were obtained, indicating that treatment teachers were more consistent and effective in monitoring student behavior and dealing with misbehavior.

With respect to Prescription 3, Consequences, treatment teachers were encouraged to plan and to use consistently both deterrents and rewards to encourage students to follow classroom rules and procedures. Differences between treatment and control groups for rewards were not significant at $p \leq .05$, but significant effects were found for Consistent use of negative consequences, and for appropriateness and effectiveness of consequence systems as a whole.

Results for the prescription focusing on monitoring of student behavior indicate that teachers can be helped to develop a greater awareness of student behavior in their classroom. The manual emphasized the importance of monitoring as a classroom management skill, and workshop activities also focused attention on this problem, including discussion of ways to be a better monitor, when to monitor and what to look for.

Other keys to managing student behavior were discussed in Prescription 8, Stopping Inappropriate Behavior. Teachers were advised to deal with student misbehavior promptly and consistently. Although both groups of teachers dealt quickly with disruptive student behavior, treatment teachers were more prompt than controls in handling other kinds of misbehavior; as indicated by higher means on the variable, stops inappropriate behavior quickly. Examples of inappropriate (but nondisruptive) behavior include wandering around the room, task avoidance, or not following established procedures. The purpose of dealing quickly with such behavior is to prevent it from becoming more widespread and to avoid inconsistency in stated and practiced procedures. The lower levels of both disruptive and other inappropriate behavior suggest that the recommended strategy was successful when implemented. It should be noted, however, that teachers in the treatment group were told that under certain circumstances inappropriate behavior could be ignored or handled with delayed feedback. Guidelines for what might be ignored included: (a) The problem is momentary and is not likely to escalate; (b) it is a minor deviation; (c) handling it would interrupt the flow of the lesson; (d) other students are not involved. Comparison of group means for the Narrative Reader Rating variable, Ignores inappropriate behavior when ignoring is appropriate, indicates that treatment group teachers were not excessive in their attention to inappropriate behavior. Along these lines it is important to note that treatment teachers' greater success in managing student behaviors was not at the expense of a relaxed, pleasant classroom climate. Results for the Component Rating variable, Class has a relaxed, pleasant atmosphere (Appendix M), showed no difference between treatment and control group means.

Organizing Instruction. Prescription 9 was the only part of the CMIS treatment for which no significant treatment effects were found. This section of the manual contained some guidelines and suggestions for helping teachers organize instruction to provide learning activities at suitable levels for all their students within practical limits. It included brief suggestions for modifying whole group activities to accommodate different levels of students, using learning centers, managing small group activities, and adjusting instruction for low academic level students. Several factors may have contributed to lack of effects for this prescription. First, many of the recommendations in this section were less concrete than some of those for other prescriptions, and therefore depended more on teachers' knowledge and judgement to operationalize them effectively. Findings from previous experimental classroom research (Good & Grouws, 1979; Crawford et al., Note 7) indicate weaker or no results for this kind of treatment variable. It was also more difficult to measure implementation of this prescription reliably, and several relevant Component Ratings were unusable because of low reliability. A final consideration is the possibility that the material in the treatment manual may have been inadequate to have significant impact on this complex aspect of classroom organization and management. Clearly, more research is needed in this area.

Student Accountability. The student accountability prescription in the CMIS manual presented information to help teachers develop procedures to keep children responsible for their work. Five aspects of accountability were outlined and strategies contributing to each were listed and discussed. The five areas were:

1. Clarity of overall work requirements
2. Procedures for communicating assignments and instructions to students
3. Teacher monitoring of work in progress
4. Routines for turning in work
5. Giving regular academic feedback to students.

Results of the study indicated that the treatment was successful in making teachers more aware of the importance of encouraging and facilitating student responsibility for work, and this awareness had positive impact on their observable behaviors in class.

Instructional Clarity. Although the instructional clarity prescription was not the primary focus of the CMIS treatment, significant effects were found. The manual emphasized two specific strategies for increasing clarity: describing objectives or purposes of activities to students and questioning to determine students' understanding when giving directions. Both of these strategies were used significantly more by treatment group teachers, and treatment group teachers were rated significantly higher on the variable Clear explanations and presentations. (However, the variable Clear directions was not significant at $p \leq .05$.) Effects of the CMIS suggest that while some components of instructional clarity may be too complex or global (e.g., anticipating students' problems with curriculum, appropriate pacing) to affect with a simple intervention, other components of teacher clarity are amenable to a simple, direct intervention.

Discussion of the Before-Christmas Workshop Group Results

The third hypothesis of the study focused on expected changes in teacher and student behaviors in the classes of the nine control group teachers who attended a workshop and received the CMIS manual before the Christmas vacation. Only limited support for this hypothesis was obtained: Group means on some important teacher management behaviors were significantly improved after the workshop, but no corresponding improvements in student behavior were detected.

The areas in which some significant treatment effects on teacher behaviors were found were in Maintaining student accountability for work, Handling student misbehavior promptly, and Rewarding appropriate student behavior. Also, in one aspect of instructional clarity, Describing objectives clearly, a significant change was detected for the group. These changes in teacher behavior, though modest, seem likely for two reasons to have resulted from the treatment intervention. First, an examination of the group's means during the two preceding blocks of observations (Weeks 2 to 4 and Weeks 5 to November) do not show an upward trend. Thus, the increase in these behaviors in January and February would not be attributable to a long-term trend upward. Nor does the same increase in these areas in January-February appear in the data for other teachers not in the December workshop. Second, all these areas were emphasized in the workshop and were reported by the teachers to have been more useful than other areas of the manual. It should be noted, however, that in each of the areas in which a significant effect was found, there were important related variables for which no significant changes were found. For example, although this group's ratings improved significantly on Stops disruptive student behavior quickly and Stops inappropriate student behavior quickly, there were no significant improvements in the group ratings for Effective monitoring of student behavior, Consistency in managing behavior, or Ignoring inappropriate or disruptive behavior. Describes objectives clearly (on which significant effects were detected) was only one of several variables related to teachers' instructional clarity. No effects were found for the other clarity variables. With the possible exception of the student accountability area, no robust patterns of treatment effects occurred for this group. In view of the very modest changes in teacher behavior, the lack of treatment effects on student behavior is not surprising.

Several possible factors affecting treatment implementation of this group were considered: teachers' perceptions of the program and of their classes, the number of workshops provided, and the timing of the intervention. There were two sources of information about teachers' perception of the usefulness of the CMIS material and their self-reports of use of the program: the CMIS manual questionnaire and the end-of-study interview. On the questionnaire, teachers' responses in the before-Christmas workshop group were significantly different from those of the main treatment group on only prescription, Prescription 2, Planning Rules and Procedures. Overall, however, the before-Christmas workshop group reported they read the entire manual somewhat less than did the other group, although as a group they rated it as high on the usefulness scale as the treatment group did. When individual teachers' reports were considered, however, some distinct variations were seen, and these variations became more meaningful when teacher interviews were examined. Two teachers reported the treatment had not influenced the way they taught after participating in the study, although one reported using "a couple of suggestions." One of these reported not having used any information obtained from the manual or workshop. Both were experienced teachers who expressed fairly high levels of satisfaction with their classes. (Compared with the other teachers in the before-Christmas workshop, they had in fact fewer management problems, although they had been chosen for that workshop because, relative to all of the control teachers, their classes had management problems. It seems clear that these two teachers did not perceive they had a need to make any changes in classroom management and, therefore, they were not receptive to the CMIS treatment.

The other seven teachers in the before-Christmas workshop group seemed to recognize that they could improve their classroom management, at least in some areas, and they reported using contents of the treatment to varying degrees. Several areas stressed in the before-Christmas workshop were mentioned by these teachers as being helpful. One teacher mentioned that after talking about consequences in the workshop and studying the manual she was able to institute a more effective procedure for stopping student misbehavior quickly. Consistent with the finding that these teachers rewarded appropriate behavior significantly more after the treatment, one teacher reported,

> I think I'm giving more immediate praise to the children, based on going to the workshop. Before I think I would wait until after the class or maybe somewhat later, but now I'm giving immediate praise and immediate reward . . . (the students are) a lot better. I'm getting more positive things from them. (T 28, p. 2)

The before-Christmas workshop emphasized that the teachers' and students' return to school after the long Christmas holiday was an opportunity for a fresh start; teachers were encouraged to reexamine all of their class procedures and rules and to revise and reteach them to students during the first week back. A case study providing a model lesson plan for the first day after Christmas vacation was given to the teachers in the workshop. Two of the teachers reported that they used this lesson plan for the day after Christmas. One teacher said,

> I used the whole new lesson plan for the day after. Thinking back on previous years, it went a lot smoother. I knew exactly what I was going to do and when, and just the whole day was beautiful. (T 28, p. 7)

Classroom observation also showed that several of the teachers followed some suggestions for reviewing or reteaching of procedures and rules that day. However, classroom observation measures before and after the Christmas workshop did not indicate that as a group the teachers made significant improvements in the procedures and rules used in their classes. It seems likely that the beginning of the school year is the best time for an intervention of the sort used in this study. Interventions during the year may require more personal support and feedback for the teacher, and more extensive treatments.

The teachers' self-report data showed there was a range of teacher responses to the CMIS mid-year treatment. Classroom observation data were also examined for variations in implementation within the group. Individual teacher's average ratings on student and teacher behaviors in the period from Week 5 through November were compared to the teacher's ratings after the treatment to see if there were some teachers who implemented the treatment more than others. Five of the nine teachers exhibited some positive and some negative changes in their mangement behavior on the Component Ratings, and no substantial changes in student behavior were observed in their classes. Using as a criterion for change a before-after difference of one-half point, one teacher exhibited lower ratings on 15 of the Component Rating variables and only two higher ratings, but had improvements in student behavior. (This was one of the teachers who reported not using the manual or workshop information.) Three teachers exhibited positive changes on 14 or more Component Rating variables. All three of these teachers showed positive changes in student behavior, but only one teacher's student behavior change was substantial. For this teacher, the average student On-task rate before the treatment was 81% and after the treatment it was 95%. The Off-task, Unsanctioned rate prior to the treatment was 16%; after the treatment it was 3%. This teacher also exhibited the greatest number of positive changes in her management behavior, with changes of a half point or higher on ratings of 27 classroom management variables.

Thus, it appears that the mid-year CMIS treatment had most of its impact on three of the nine teachers who participated in the before-Christmas workshop, and a substantial effect on one of these teachers.

Relationship of Management Practices to Student Behavior

As noted in the presentation of results for Hypothesis 4, most of the management practices which were part of the treatment recommendations received support from significant correlations with the management criteria of student disruptive behavior and/or on-task behavior. The exception is the area which represents a combination of Prescriptions 4 and 5, Teaching Rules and Procedures and Beginning-of-School Activities. For this area, only four of 16 indicators were significantly correlated with the criteria and the significant correlations were at fairly low levels. In contrast, another area, Rules and Procedures, has many more indicators with significant and stronger correlations. Assuming that both areas are adequately represented by the indicator variables, then a reasonable conclusion is that developing a system of rules and procedures that clearly specify student behavior is more important than the means used to communicate the system in the first week. We cannot say that Prescriptions 4 - 5 have no importance, because a few of the indicators do significantly predict management results; for example, Clarity of presentation of rules, procedures, and penalties during the first week of school is correlated -.43 with Level of disruptive behavior throughout the year. The conclusion that this area is less important should probably be a cautious one for another reason. Most of the behaviors used as indicators in this area were assessed only during the first week of school. This was done because most of these behaviors are pertinent specifically to this time of year and generally cannot be observed with any frequency at other times. However, the disruptive and on-task behavior rates are based upon averages of all observations through February. Thus, the lower relationships found for this set of predictors could have resulted from temporal factors, a common occurrence in longitudinal research. It may be that the area is an important one for initial management success. However, its effect on long-term results may be indirect and mediated by other variables. This interpretation is partially supported by an examination of correlations between the measures of variables in this area and the management criteria measures from the first week and Weeks 2 through 4 only. Generally, for the disruptive behavior criterion, higher and more significant correlations were found than when all observations were pooled. However, correlations with on-task rates were, if anything, lower. This suggests that behaviors in this area have a contemporaneous effect, at least on disruptive behavior, and that the effect somewhat dissipates over time.

In several of the management areas, including Materials and Room Preparation, Monitoring, Consequences, and Organizing Instruction, the correlations of teacher behaviors with on-task student behavior were generally stronger than for disruptive behavior. This difference could be due to these areas being less important in preventing disruptive behavior than they are in promoting higher on-task rates. The areas which indicated similar patterns of correlation for both criteria were Rules and Procedures, Stopping Inappropriate Behavior, Student Accountability, and Instructional Clarity. Correlations with the disruptive behavior criterion are generally at higher levels in these latter areas than in the earlier cited areas.

If individual variables, rather than areas keyed to the management manual, are identified which are most strongly correlated (negatively) with student disruptive behavior, the best predictors are Appropriate general procedures (CR3b), Efficient small group procedures (CR3c), Consistency in managing behavior (CR5c), and Teacher consistently enforces work standards (CR1k). Students call out without raising hands (ORT13) showed a strong positive correlation with disruption. Thus, the strongest prediction for reduced disruptive behavior comes from variables reflecting a classroom setting with carefully designed procedures and their consistent application. In other words, more clearly defined expectations for behavior reduce the likelihood of disruption; conversely, the lack of suitable procedures and inconsistency creates conditions which encourage the initiation of disruptive behavior.

When individual variables, rather than areas, are considered as predictors of on-task behavior, then the strongest correlations are for Student success (CR4c), Attention spans considered in lesson design (CR4b), Clear directions (CR1d), Clear explanations and directions (CR1i), Efficient administrative routines (CR3a), Teacher monitors student understanding (CR1j), and Effective monitoring (CR5d). Thus, promotion of student on-task behavior throughout the year is most strongly predicted by teacher behaviors that indicate an ability to match task demands to student characteristics, to communicate clearly, and to monitor effectively.

The contrasting set of the strongest predictors for on-task behavior and for disruptive behavior probably reflects the nature of the two criteria. The greater structure provided by a well-developed system of procedures and by consistency has a greater impact on preventing deviant behavior, but this preventive feature does not necessarily maintain children's engagement in class activities, or at least it is not the main contributor to that engagement. However, the teacher's ability to match task demands to children's characteristics, to communicate clearly, and to monitor contribute directly to maintaining the children's involvement in classroom tasks.

While much of the previous discussion has concerned differences in results for disruptive and on-task behavior, it is the case that most of the management areas identified in the treatment materials were predictive of both criteria to some degree. Thus differences in results for the two criteria are mainly a matter of differences in the degree of relationship. Generally, the correlational results support the areas of management identified in earlier research.

It should also be noted, however, that the data are being treated quantitatively aggregated over all observations. This approach seems most reasonable for addressing the question in the hypothesis of whether the management areas represented in the treatment materials are, indeed, predictive of management success as defined in the study. However, many other kinds of analyses of these data are possible, including an identification of relationships between variables when aggregated over smaller units of time or when considered on a period by period basis. Furthermore, the analysis of the narrative data via a series of summary assessments is only one form of narrative analysis. Other ways of treating these qualitative data include case studies of particular teachers, descriptive summaries of particular prevalent classroom activities or styles of management, analysis of particular activity structures, and so on. Such analyses are beyond the scope of the present report, but are planned for this data base and will be the subject of subsequent reports.

Limitations

The results presented in this report can be given a limited causal interpretation. Causality can be inferred because the treatment intervention was directed at the teachers, whose behavior in areas relevant to the treatment subsequently was observed to differ in many respects from that of control group teachers. Because differences in student behavior were also noted between the groups and because the assignment of teachers to groups was random, it is inferred that the teacher behaviors affected or influenced the students' behaviors in the study. However, because the treatment was a complex one, involving many related behaviors and activities, we cannot draw firm conclusions about which area or areas are critical. The magnitude of correlations discussed above provides some evidence of the relative importance of the teacher behaviors in the prediction of either student on-task or disruptive behavior. However, the fact that each area has variables correlated with the criteria and the absence of a valid model which allows a hierarchical ordering of the potential contributors to management success prevents us from settling on a more restricted set of causal factors. In this case, parsimony may be a false goal, because each of the management areas, besides being empirically linked to management success, is logically relevant as well. Thus, each area is potentially worthy of further research and use in teacher education programs.

Important factors which limit generalizability are the sample of teachers and the particular conditions in the school district at the time of the study. As described earlier in the Methods section, most of the teachers and schools were participating in the first year of a cross-town busing program. As a consequence, the district had implemented an extensive program to ease the transition, part of which involved an emphasis on establishing procedures at the schools to handle problems caused by the busing program, to sensitize teachers to potential problems, and to establish some ways to deal with them. In addition, the district had for several years been promoting attention to management issues and programs, such as effective use of classroom time, Reality Therapy, Assertive Discipline, and Teacher Effectiveness Training. In fact, materials and workshops based on the COET Project's prior management research had received limited circulation to teachers and wide dissemination to mid-level administrators in the district. Thus, the teachers in the study probably had more than an average exposure to concepts relevant to the treatment. Of course, this would affect equally both control and experimental groups; however, it would tend to lessen the potential for any treatment effect. The sample was also probably biased by a volunteer effect. We infer this from two sources of evidence. First, only about 75% of the teachers who were contacted chose to participate in the study. In our earlier third-grade Classroom Organization Study, the volunteer rate had been substantially higher, including nearly all of the eligible teachers contacted in the eight schools participating in that study. In the earlier study, we made face-to-face contacts with the teachers; in this study, telephone contacts were made to request participation, and the less personal approach may have reduced the rate of acceptance by teachers who were less secure about their management capability. The second piece of evidence comes from a comparison of the on-task rates in the two studies. In the earlier Classroom Organization Study, a subgroup of about 25% of the teachers had been identified as highly effective managers based upon multiple criteria. Their on-task rate was 86% during the first 3 weeks of the school year. A subgroup of least effective managers in the COS had an on-task rate of 75% during the first 3 weeks of school. In the present study, the average on-task rate in the control group during a roughly comparable period of time (the first 4 weeks) was actually a little higher than that of the more effective managers in the earlier study. In addition, an examination of the means for teacher management behaviors of the control group in this study shows that the level of performance was consistently rated as already present to at least a moderate degree. Thus, the possibility is strong that the present study's sample has over-represented better managers and under-represented teachers who experience management problems. Given a sample of teachers who were on the average already capable managers, the opportunity to demonstrate a substantial treatment effect was limited. We did obtain significant effects, but they were moderate rather than large. Had the sample been more representative of management capability in the population of teachers, it seems reasonable to conjecture that greater effects would have been found. Of course, we cannot say with certainty that this is the case. It is possible (although, we think, not likely) that the treatment recommendations and materials can be implemented and work well for teachers who are reasonably good managers, but would not work in the classrooms of teachers who are somewhat less capable.

A final consideration in interpreting the results is the general absence of interactions between time (week 1, weeks 2-4, weeks 5-8) and groups (treatment versus control). This can be reviewed from two perspectives. One view is that initial differences in teacher and student behaviors caused by the treatment condition were maintained and did not diminish with time. This suggests that the management behaviors were compatible with the classroom settings in which they were used. Another view is that, if the management strategies were optimal, then differences between the groups should increase over time because the control teachers would experience some decline while the experimental teachers would continue to improve their practice of the recommended behaviors. Our results support the interpretation that, once established, patterns of management behavior are persistent and not easily changed. Change, if it occurs, is most likely if the teacher perceives a discrepancy between what is and what should be. Our interviews indicated that the teachers generally were satisfied with the management systems in their classrooms. Furthermore, our observations indicated that most of the experimental teachers did, indeed, have reasonably well managed classes. Futhermore, the treatment did not involve personalized feedback to the teachers, a strategy that might have provided more motivation to improve because it could have targeted weaker aspects of management behavior for individual teachere. Finally, the competing demands for the teacher's time and energy must be considered. Thus, given a successful start, no strong reason to alter behaviors established in that good beginning, and the many non-management tasks and concerns facing the teachers, it is reasonable to expect, if anything, reduced emphasis on management concerns over time.

Topics for Further Research

The major features of the CMIS experimental treatment -- identifying expectations for behavior, translating these into a procedure and rule system, teaching the system during the first few weeks of school, monitoring carefully, using the system consistently, and communicating clearly -- are preventive rather than reactive strategies. The treatment is also primarily group focused, rather than targeted toward individual students. In contrast, other management strategies, derived from behavorist or operant research or from the humanist-psychotherapeutic tradition, commonly adopt a reactive, individually focused perspective. Much of that literature and research is addressed to helping teachers who encounter a problem with individual student behavior, rather than organizing and managing classes to prevent problems. The contrast between the two approaches is somewhat overdrawn because this study's treatment does include some attempt to help teachers respond to disruptive behavior, and because the operant and humanist literature occasionally includes attention to preventive measures. However, more integrative research would be useful in identifying the extent to which preventive and reactive strategies complement each other or function independently. For example, Kounin (1970) concluded, after several classroom studies produced negative results, that "desist" procedures (a reactive strategy) were inconsequential in effecting better management, whereas more proactive behaviors (e.g., "withitness") had a demonstrable impact. Of course, not all reactive strategies involve "desist" behaviors, and teachers clearly need systematic ways of dealing with disruptive or other inappropriate behavior. A helpful step in the research process would be the development of a conceptual model which would integrate both preventive and reactive strategies. Future research could then examine components of the model and their effects on various management outcomes.

Another useful direction for further research may be the inclusion of information about student and teacher attributions or perceptions. Recent research has shown marked effects of student attributions for management relevant behavior such as praise (Brophy, 1981). It may well be that the effects of particular management strategies depend upon how the students and teachers perceive the purpose of the behavior and their evaluation of it.

Results of this study suggest that the principles of classroom management in the CMIS treatment are, in general, applicable to classrooms in grades one through six and can be utilized with some success by teachers of a variety of experience levels. More research is needed to describe in greater detail classroom management as it interacts with important context variables such as class composition (student aptitude levels, range of aptitude levels within classes, age or grade levels, ethnicity, SES), school organization patterns, teacher characteristics, and curriculum (subject matter, curricular goals, types of instructional activities). Current work in junior high school settings (Emmer, Sanford, Clements, & Martin, Note 12) suggest that similar principles operate in grades seven and eight, but no research has described effective classroom management in, for example, inner city high schools. In addition, work by Bossert (1979), Kounin and Doyle (1975), Gump (Note 13), and others suggests that different subjects and the different instructional activities or work settings associated with them may affect classroom management. Curriculum-related differences may have more impact on management in secondary classrooms than in self-contained elementary classrooms, and further research in this area may call for a more integrated approach to teacher behavior, student behavior, and curriculum content.

To some extent, reanalyses of data from large-scale studies, such as the CMIS, can provide working hypotheses regarding many context effects, particularly when such studies have collected extensive qualitative data. Further analyses of these data may suggest important perspectives for future research and for conceptualizing classroom management.

Summary and Implications

The Classroom Management Improvement Study (CMIS) adds to the research base of knowledge about classroom management at the elementary level. Most of the factors associated with good management results in prior descriptive- correlational research and which were the basis for the treatment in the present study were also found to be associated with good management results in the CMIS. Thus, the conception of management which underlies the CMIS draws support from these results. This conception emphasizes three major features of management. The first is the identification or formation of expectations about student behavior and their translation into a system of procedures which differentiates appropriate student behavior according to requirements of lesson formats or activities. This manangement phase also involves identifying positive and negative consequences for appropriate and inappropriate student behavior. A second feature of the classroom management conception is its implementation at the beginning of the year. The teacher must clearly communicate the management system or expectations to students and use it consistently. During the implementation phase the effective manager is "front and center" in classroom activities, avoiding the loss of contact with individual students or groups. Monitoring student behavior is also important in this phase along with prompt feedback to students. The third feature of effective management is its maintenance. In this phase monitoring, clarity of communication, and consistent use of established procedures are important skills. Better managers deal quickly with inappropriate student behavior and tend to cite their rules and procedures in response to it. In the CMIS the greater use of the management characteristics by the experimental teachers resulted in higher levels of task engagement and greater student cooperation. When classroom management criteria (level of disruption and amount of on-task behavior) are considered separately, greater structure and consistency appear to be most significant for preventing disruption, whereas maintenance skills -- clarity, monitoring, and the ability to match task demands to students, appear to be most critical for maintaining student task engagement.

Demonstration of experimental effects in Hypotheses 1 and 2 lends support to the treatment recommendations and to the importance of the management areas for achieving well-managed classrooms. That the main treatment intervention at the beginning of the year was successful, whereas the intervention with the subgroup of control teachers in the middle of the year produced only modest changes in teacher behavior and no student behavior change, has interesting implications. The greater success of the beginning-of-year intervention can probably be attributed to the high salience of the treatment for this time of year. Mid-year changes probably require stronger, more intensive intervention, including interaction with and feedback to the teacher over a period of time in order to be effective.

The management skills examined in this research are generic, rather than restricted to specific contexts such as a particular subject or grade level. However, we do not intend to imply that there are not grade level, subject, or other differences associated with particular management areas. For example, although our observations suggest that a well defined set of procedures is necessary for management at every grade level, a particular grade level or subject may have procedures unique to it. Also, early grade levels or subjects which use a variety of activity formats will require more time and effort to establish procedures. Thus, within the teacher education curriculum, the management areas could be considered generically across a variety of contexts or could be adapted to specific grade levels or subject specializations. Attention to some of these areas already exists in different components of teacher education programs. However, students frequently do not receive an exposure to classroom management which is both comprehensive and integrated. Rather, they might encounter some of these concepts at different points in their program, often in unrelated ways; and thus they do not acquire a clear conception of the overall management tasks which the teacher faces. In addition, most field experiences in teacher education are not designed to acquaint the preservice teacher with two major features of management: the formation of expectations about appropriate student behavior and the concommitant designing of a management plan along with the implementation of this plan or system in the first several weeks of the year. Results of the CMIS suggest that new teachers' early attempts at organizing and managing the classroom would be aided by prior exposure to a comprehensive and integrated conception of the management function along with field experiences structured to support the conception.

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Table 1

Teaching Experience and Sex of CMIS Teachers

Teacher characteristic	Treatment group (n = 23)	Control group (n = 18)	Total sample
Years of experience			
0	2	1	3
1	8	4	12
2	5	3	8
3 to 5	1	3	4
6 to 12	7	7	14
Sex			
Males	2	1	3
Females	21	17	38

Table 2

Grade Levels Taught by CMIS Teachers

Grade level taught	Treatment group (n = 23)	Control group (n = 18)	Total sample
1	4	2	6
2	6	4	10
3	2	3	5
Totals: Primary grades	12	9	22
4	3	1	4
5	4	2	6
6	4	6	10
Totals: Intermediate grades	11	9	18

Table 3

Characteristics of Teachers

in the Before-Christmas Workshop Group

Teacher characteristic	Number of teachers
Sex	
Male	1
Female	8
Grade levels taught	
Grade 1 to 3	4
Grade 4 to 6	5
Teaching Experience	
0 years	1
1 year	0
2 years	2
3 to 5 years	1
6 to 12 years	5

Table 4

Intraclass Correlations (Reliabilities)

Comparing Observer Averages for Each Teacher for SER

Variables, Weeks 2 through 8

Variable	Reliability	Significance Level $p <$
Student success rating	.58	.001
Definitely on task, academic	.39	.05
Probably on task, academic	.36	.05
Definitely on task, procedural	.35	.05
Probably on task, procedural	.00	ns
Off task, sanctioned	.64	.001
Off task, unsanctioned	.74	.001
Dead time	.44	.05
On task, academic	.34	.05
On task, procedural	.17	ns
On task	.65	.001

Table 5

Reliability Estimates of Component Ratings

Variable	Reliability	Significance Level $p <$
Describes objective clearly	.55	.001
Variety of materials	.00	ns
Materials are ready	.56	.001
Clear directions	.74	.001
Waits for attention	.79	.001
Encourages analysis/building reasoning skills	.29	ns
Assignments and activities for different students	.00	ns
Appropriate pacing of lessons	.58	.001
Clear explanations and presentations	.73	.001
Monitors student understanding	.69	.001
Consistently enforces work standards	.71	.001
Suitable traffic patterns	.37	.05
Degree of visibility	.45	.01
Efficient administrative routines	.55	.001
Appropriate general procedures	.82	.001
Efficient small group procedures	.77	.001
Suitable routines for assigning, checking, collecting work	.64	.001
Uses warm-up or wind-down activities	.56	.001
Student aggression	.63	.001
Attention spans considered in lesson	.72	.001
Student success	.54	.01

Table 5, Continued

Variable	Reliability	Significance Level $p <$
Activities related to student interests/backgrounds	.04	ns
Rewards appropriate performance	.64	.001
Signals appropriate behavior	.69	.001
Consistency in managing behavior	.73	.001
Effective monitoring	.68	.001
Amount of disruption	.65	.001
Source of disruption	.31	ns
Stops disruption quickly	.49	.05
Cites rules or procedures to stop disruption	.55	.01
Uses nonverbal contact to stop disruption	.25	ns
Uses desist statements to stop disruption	.00	ns
Punishes or criticizes to stop disruption	.41	.05
Ignores disruption	.50	.01
Amount of inappropriate behavior	.79	.001
Source of inappropriate behavior	.71	.001
Stops inappropriate behavior quickly	.63	.001
Cites rules of procedures to stop inappropriate behavior	.58	.001
Uses nonverbal contact to stop inappropriate behavior	.40	.05
Uses desist statement to stop inappropriate behavior	.25	ns
Punishes or criticizes to stop inappropriate behavior	.76	.001

Table 5, Continued

Variable	Reliability	Significance Level $p <$
Ignores inappropriate behavior	.62	.001
Class has task-oriented focus	.79	.001
Class has relaxed, pleasant atmosphere	.61	.001
Teacher has distracting mannerisms	.27	ns
Teacher displays listening skills	.61	.001
Teacher expresses feelings	.42	.05
Externally imposed interruptions	.17	ns
Manages interruptions	.47	.01

Table 6

Reliability of Observer Summary Ratings

Variable	Reliability	Significance Level $p <$
Readiness of class for remainder of year	.69	.001
Class gets out of hand with half or more pupils off task	.83	.001
Frequency of wandering that is not task related	.69	.001
Noise level of classroom on day-to-day basis	.72	.001
Teacher's expectation regarding talk among students during seatwork	.27	ns
Efficiency of transitions between activities or formats	.60	.01
Frequency of come-ups while teacher is engaged with other student	.73	.001
Teacher usually responds to come-up:		
Ignoring student	.00	ns
Telling student to sit down	36	ns
Answering student's question	.38	ns
Frequency with which students:		
Approach teacher when need help	.58	.01
Raise hand when need help from teacher	.54	.01
Call out when they need help from teacher	.75	.001
Frequency with which the teacher left the room during observations	.00	ns
How well the teacher handles behavioral disturbances	.64	.001
Efficient use of available classroom space	.30	ns

Table 6, Continued

Variable	Reliability	Significance Level p <
Readiness of teacher for first week of school in terms of equipment	.44	.05
Teacher consistently plans enough work for students	.38	ns
Assignments are too hard	.00	ns
Teacher allows activities to continue too long	.56	.01
Typical assignments are too short or easy	.00	ns
Number of students who use free time material during observations	.07	ns
When giving instruction, teacher questions to determine student understanding	.67	.001
Teacher was successful in holding students accountable for work	.68	.001
Frequency of academic feedback:		
Notes on papers	.00	ns
Messages in small groups	.00	ns
Grades on papers	.25	ns
Papers on bulletin boards	.28	ns
Verbal citing of individuals	.23	ns
Individual conference with teacher	.00	ns
Evaluative comments to class as whole	.11	ns
Other	.00	ns
Teacher was confident and relaxed the first weeks of school	.54	.01
Teacher was warm and pleasant toward the children	.39	ns
Teacher was enthusiastic	.65	.001
Showmanship of teacher	.51	.05

Table 7

Intraclass Correlations (Reliability) Comparing

Narrative Ratings of Teachers

Variable	Reliability	Significance Level $p <$
During the first week of school, room was orderly, well organized	.67	.01
During the first week of school, student nametags were used effectively	.56	.05
Accurate understanding of students' knowledge and skills	.72	.01
Procedure for what to do upon entering class	.38	ns
Provides regular academic feedback to students	.40	ns
Earns personal credibility as behavioral authority	.82	.001
Is competent in academic content areas	.76	.001
Work requirements are clear	.26	ns
Deadlines are enforced consistently	.57	.05
Consistent routines for communicating assignments	.00	ns
Effectively monitors student progress and completion of assignments	.50	.06
Has regular, efficient routines for turning in, checking, returning work	.37	ns
Sufficient, workable procedures and rules for small group work	.82	.001
Sufficient, workable procedures and rules for whole class work	.85	.001
Procedures and rules are well taught	.67	.01
Teacher rewards appropriate behavior consistently	.79	.001

Table 7, Continued

Variable	Reliability	Significance Level $p <$
Negative consequences are clearly defined	.71	.01
Teacher follows through with negative consequences consistently	.85	.001
System of consequences is appropriate, sufficient, and effective	.78	.001
Teacher ignores inappropriate behavior when ignoring is appropriate	.83	.001
Teacher effectively monitors at beginning of activities	.79	.001
Teacher effectively monitors transitions	.71	.01
When task avoidance occurs, teacher manages successfully	.75	.01
Extent of avoidance behavior during seatwork activities	.78	.001
Extent of student participation in recitation/discussion	.52	.06
Problems with movement of students in classroom	.70	.01
Problems with class verbal participation	.80	.001
Problems with contacting teacher	.63	.01
Problems with use of materials and supplies	.31	ns
Problems with talk among students	.70	.01
Problems with interruptions, noise from hall and next door	.00	ns
Problems with school-wide scheduling	.54	.05
Problems with wide ability ranges of children	.04	ns

Table 8

Indicators of Implementation of Manual Prescriptions

Variables	Treatment group means	Control group means	p
Prescription 1: Readying the Classroom			
Materials are ready (CR1c)	4.15	3.91	ns
Suitable traffic patterns (CR2a)	4.10	4.02	ns
Degree of visibility (CR2b)	4.33	4.06	.10
Adequate storage is provided in the first week of school for student's belongings (AdCR7)	4.20	3.81	ns
In terms of equipment and supplies, teacher was ready for the first week of school (ORT17)	4.43	4.11	ns
In first week of school, room orderly, well-organized; materials/props available and in place (NRR1)	4.28	3.71	.02
In first week of school, student name tags used effectively (NRR2)	3.72	2.76	< .01
Prescription 2: Planning Rules and Procedures			
Efficient administrative routines (CR3a)	3.92	3.55	.02
Appropriate general procedures (CR3b)	3.92	3.33	.01
Efficient small group procedures (CR3c)	3.61	3.56	ns

Note. CR = Component Ratings; AdCR = First-week Addendum Component Ratings; ORT = Fourth-week Observer Ratings of Teachers; NRR = Narrative Reader Ratings. Scales range from _1_ to _5_. (See Appendices for definitions of scale points.)

Table 8, Continued

Variables	Treatment group means	Control group means	p
Uses warm-up or wind-down activities (CR3e)	2.56	2.34	ns
Come-ups observed while teacher engaged with other students or lessons (ORT7)	2.26	2.86	.05
Students call out without raising hands (ORT13)	2.35	2.94	.05
Sufficient number and scope of workable procedures and rules for small group activities (NRR13)	3.86	2.69	< .01
Sufficient number and scope of workable procedures for whole-class activities (NRR14)	3.93	3.02	.02
Problems related to movement of students in classroom (NRR29)	2.48	3.11	ns
Problems related to class verbal participation (NRR30)	2.35	3.02	.05
Prescription 3: Consequences			
Teacher rewards appropriate performance (CR5a)	3.35	2.94	.08
Teacher rewards appropriate behavior consistently (NRR16)	3.39	3.30	ns
Negative consequences clearly defined (NRR17)	3.11	2.78	ns
Teacher follows through with negative consequences consistently (NRR18)	3.11	2.19	.02
System of consequences appropriate and effective (NRR19)	3.37	2.61	.05

Table 8, Continued

Variables	Treatment group means	Control group means	p
Prescriptions 4 and 5: Teaching Rules and Procedures and First Week of School Activities			
Signals appropriate behavior (CR5b)	3.47	2.74	< .01
Teacher presents, reviews, or discusses classroom rules or procedures in the first week of school (AdCR1)	3.51	2.64	< .01
Presentation of rules, procedures, and penalties in the first week of school is clear (AdCR2)	4.07	3.62	ns
Presentation in the first week of school includes explanation of rationale for rules and procedures (AdCR3)	3.52	2.65	.01
Rehearsal or practice of procedures is included for presentation/review of rules and procedures in the first week of school (AdCR4)	3.15	2.20	.01
Teacher provides feedback and review of rules and procedures during the first week of school (AdCR5)	4.13	3.35	.03
Teacher stays in charge of all students in the first week of school (AdCR6)	4.32	3.53	< .01
Procedures and rules well-taught: Presentation, review, reminders, corrections (NRR15)	3.70	2.88	.02
Prescription 6: Strategies for Potential Problems			
Manages interruptions (CR9e)	4.17	3.70	.02

Table 8, Continued

Variables	Treatment group means	Control group means	p
Students with behavioral disturbances are handled well (ORT15)	4.39	3.27	< .01
Problems related to school-wide scheduling (NRR35)	2.04	2.02	ns
Prescription 7: Monitoring			
Effective monitoring (CR5d)	3.91	3.29	< .01
Teacher effectively monitors at beginning of activities (NRR21)	3.83	3.40	ns
Effective monitoring of transitions (NRR22)	3.72	2.89	.02
Problems related to contacting teacher for help, attention (NRR31)	2.22	2.63	ns
Prescription 8: Stopping Inappropriate Behavior			
Consistency in managing behavior (CR5c)	3.90	3.11	< .01
Stops disruptive pupil behavior quickly (CR6c)	3.60	3.09	ns
Cites rules or procedures in response to disruptive behavior (CR6d)	2.65	1.76	.07
Ignores disruptive behavior (CR6h)	1.71	2.26	ns
Stops inappropriate behavior quickly (CR7c)	3.73	2.84	< .01
Cites rules or procedures in response to inappropriate behavior (CR7d)	2.92	2.19	.01
Ignores inappropriate student behavior (CR7h)	2.30	2.97	.01
Ignores inappropriate behavior when ignoring is appropriate (NRR20)	3.30	2.84	ns

Table 8, Continued

Variables	Treatment group means	Control group means	p
Prescription 9: Organizing Instruction			
Attention spans considered in lesson (CR4b)	3.57	3.38	ns
Student success (CR4c)	3.80	3.66	ns
Teacher allows activity to continue too long (ORT20)	2.46	2.72	ns
Prescription 10: Student Accountability			
Teacher monitors student understanding (CR1j)	3.85	3.46	.06
Teacher consistently enforces work standards (CR1k)	3.92	3.25	< .01
Suitable routines for assigning, checking, collecting work (CR3d)	3.73	3.42	.08
Teacher successful in maintaining students' responsibility for work (ORT24)	4.00	3.33	.01
Deadlines enforced consistently (NRR9)	3.59	3.15	ns
Effectively monitors student progress and completion of assignments (NRR11)	4.09	3.32	.02
When task avoidance occurs, teacher successfully intervenes (NRR23)	3.61	3.00	.08
Prescription 11: Instructional Clarity			
Describes objectives clearly (CR1a)	3.39	2.91	.03
Clear directions (CR1d)	3.93	3.52	.09
Appropriate pacing of lesson (CR1h)	3.69	3.47	ns

Table 8, Continued

Variables	Treatment group means	Control group means	p
Clear explanations and presentations (CR1i)	4.04	3.55	.03
In giving directions, teacher questions to determine students' understanding (ORT23)	3.63	2.94	.02
Students' problems with curriculum are anticipated, explanations are appropriate in vocabulary, level of complexity (NRR3)	3.72	3.44	ns

Table 9

Teachers' Ratings Indicating Extent of Use of Manual

	Treatment Group Means (n = 23)		Before-Christmas Workshop Group Means (n = 9)	
Manual Section	Read/ Studied[1]	Usefulness[2]	Read/ Studied[1]	Usefulness[2]
Prescription 1 Readying The Classroom	3.57	3.73	3.00	3.11
Prescription 2 Planning Rules and Procedures	3.68	4.09	2.67	3.56
Prescription 3 Consequences	3.35	3.38	3.11	3.63
Prescription 4 Teaching Rules and Procedures	3.52	3.95	3.00	3.75
Prescription 5 First Week Activities	3.56	4.05	3.00	3.56
Prescription 6 Strategies for Potential Problems	2.91	3.43	3.22	3.67
Prescription 7 Monitoring	2.96	3.55	2.89	4.22
Prescription 8 Stopping Inappropriate Behavior	3.09	3.64	3.22	3.78
Prescription 9 Organizing Instruction	3.13	3.50	2.89	3.33
Prescription 10 Student Accountability	2.78	3.50	2.89	3.00
Prescription 11 Instructional Clarity	2.78	3.36	2.89	3.78

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[1] The manual questionnaire asked teachers to indicate, on a scale of 1 to 5, how much they read or studied each section of the manual.

[2] On another page of the questionnaire, teachers were asked to rate the usefulness of each section, on a scale of 1 to 5.

Table 10

Repeated Measures Analysis of Variance of Classroom Management Variables

	Main effects for groups			Main effects for time				Interaction
Variable	Control (*n* = 16)	Treatment (*n* = 22)	*p*	Week 1	Weeks 2 to 4	Weeks 5 to 8	*p*	*p*
Component Rating Variables (5-point scale)								
Disruptive behavior	2.00	1.62	.03	1.79	2.04	1.58	< .01	ns
Inappropriate behavior	3.09	2.61	.01	2.85	2.92	2.79	ns	ns
Student Engagement Variables								
Proportion of students off-task, unsanctioned	5.01	3.04	.05	2.77	4.37	4.93	.01	ns
Proportion of students on-task	88.93	92.49	.02	90.35	91.09	90.69	ns	ns

Table 11

Additional Classroom Management Indicators

Variables	Treatment group means	Control group means	p
Student agression (CR4a)	1.16	1.34	ns
Routines and expectations established; room runs smoothly (ORT1)	3.91	3.31	.05
Frequency of class getting out of hand (ORT2)	1.91	2.94	.01
Frequency of wandering obviously not task-related (ORT3)	2.04	2.77	.06
Efficiency of transitions (ORT6)	4.04	3.27	.02
Teacher is credible, self-confident, behavioral authority (NRR6)	3.89	3.07	.04
Extent of task avoidance during seatwork (NRR24)	2.41	3.15	.04
Problems related to talk among students (NRR33)	3.07	3.80	.04

Note. CR = Component Ratings; AdCR = First-week Addendum Component Ratings; ORT = Fourth-week Observer Ratings of Teachers; NRR = Narrative Reader Ratings.

Table 12

Comparison of Group 2 Teachers Before and After Treatment

Variable	Group means (n = 9)			Pooled error	Comparison of means for Weeks 2 to 4 with means for Weeks 5 to November		Comparison of means for Weeks 5 to November with means for After Treatment	
	Weeks		After Treatment					
	2 to 4	5 to November			F	p	F	p
Component Ratings (5-point scale)								
Describes objectives clearly	2.40	2.25	2.83	.2738	.3645	ns	5.6140	< .01
Materials are ready	3.57	3.68	4.06	.4889	.1301	ns	1.2677	ns
Clear directions	3.00	3.38	3.44	.3727	1.7435	ns	.0518	ns
Waits for attention	2.66	2.85	3.19	.4289	.3966	ns	1.2369	ns
Appropriate pacing of lessons	3.17	3.43	3.36	.5154	.5852	ns	.0363	ns
Clear explanations and presentations	3.01	3.24	3.39	.2791	.8696	ns	.3522	ns
Monitors student understanding	3.00	2.86	3.31	.1628	.5332	ns	5.46	< .01
Consistently enforces work standards	2.73	2.73	3.19	.1803	.0000	ns	5.3068	< .01
Suitable traffic patterns	3.45	3.79	3.86	.6187	.8518	ns	.0391	ns
Degree of visibility	3.93	3.98	4.22	.2032	.0714	ns	1.2756	ns
Efficient administrative routines	3.45	3.41	3.64	.4699	.0209	ns	.5165	ns

Table 12, Continued

Variable	Group means (n = 9) Weeks 2 to 4	Group means (n = 9) Weeks 5 to November	Group means (n = 9) After Treatment	Pooled error	Comparison of means for Weeks 2 to 4 with means for Weeks 5 to November		Comparison of means for Weeks 5 to November with means for After Treatment	
					F	p	F	p
Appropriate general procedures	2.77	2.81	3.17	.2441	.0381	ns	2.2872	ns
Efficient small group procedures	3.14	3.19	2.95	.3947	.0198	ns	.0489	ns
Suitable routines for assigning, checking, collecting work	2.98	3.15	3.17	.2689	.4649	ns	.0060	ns
Uses warm-up or wind-down activities	2.25	1.98	1.94	.1439	2.2613	ns	.0445	ns
Student agression	1.27	1.82	1.53	.0947	14.7254	< .01	4.1827	< .05
Attention spans considered in lesson	3.23	2.99	3.33	.2314	1.1201	ns	2.2774	ns
Student success	3.55	3.39	3.47	.1963	.5706	ns	.1594	ns
Rewards appropriate performance	2.72	2.46	2.92	.1259	2.3956	ns	7.3455	< .01
Signals appropriate behavior	2.46	2.35	2.56	.3394	.1671	ns	.5542	ns
Consistency in managing behavior	2.37	2.70	2.86	.1995	2.4898	ns	.5614	ns
Effective monitoring	2.55	2.90	3.17	.2968	1.8811	ns	1.0964	ns

Table 12, Continued

	Group means (n = 9)				Comparison of means for Weeks 2 to 4 with means for Weeks 5 to November		Comparison of means for Weeks 5 to November with means for After Treatment	
	Weeks		After Treat-ment	Pooled error				
Variable	2 to 4	5 to November			*F*	*p*	*F*	*p*
Amount of disruption	2.64	2.05	1.97	.4305	3.6662	< .01	.0578	ns
Stops disruption quickly	2.17	2.29	2.77	.1235	.0211	ns	6.5311	< .01
Cites rules or procedures to stop disruption	1.33	1.65	1.61	.5623	.6488	ns	.0000	ns
Punishes or criticizes to stop disruptions	2.79	2.46	2.23	.3580	.2849	ns	.0670	ns
Ignores disruption	3.17	2.75	2.38	.4948	.3630	ns	1.0972	ns
Amount of inappropriate behavior	3.66	3.62	3.50	.3313	.0172	ns	.1992	ns
Source of inappropriate behavior	3.63	3.86	3.67	.3464	.6940	ns	.4911	ns
Stops inappropriate behavior quickly	2.45	2.21	2.64	.2540	1.0394	ns	3.2252	< .05
Cites rules or procedures to stop inappropriate behavior	1.92	1.84	2.06	.2900	.0886	ns	.7134	ns
Uses nonverbal contact to stop inappropriate behavior	2.10	2.19	2.11	.3954	.0969	ns	.0792	ns
Punishes or criticizes to stop inappropriate behavior	1.80	2.22	1.83	.1982	3.9627	< .05	3.4340	< .05

Table 12, Continued

Variable	Group means (n = 9)			Pooled error	Comparison of means for Weeks 2 to 4 with means for Weeks 5 to November		Comparison of means for Weeks 5 to November with means for After Treatment	
	Weeks		After Treatment					
	2 to 4	5 to November			F	p	F	p
Ignores inappropriate behavior	3.73	3.33	3.25	.2962	2.4038	ns	.1057	ns
Class has task-oriented focus	2.80	2.82	3.19	.3758	.0101	ns	1.6394	ns
Class has relaxed, pleasant atmosphere	3.30	3.44	3.81	.1969	.4992	ns	2.9802	< .05
Teacher displays listening skills	3.23	2.95	3.36	.3988	.9200	ns	1.9486	ns
Teacher expresses feelings	2.07	1.98	2.17	.4044	.0969	ns	.3830	ns
Manages interruptions	3.32	3.28	3.99	.3566	.0179	ns	6.4013	< .01
Student Engagement Ratings								
Proportion of students off-task, unsanctioned	.07	.09	.09	.0013	2.3846	ns	.2308	ns
Proportion of students on-task	.89	.86	.88	.0026	1.7308	ns	.4615	ns

Table 13

Intercorrelation of Measures of Student Cooperation and Task Engagement

	Disruptive	Inappropriate	Off-task, unsanctioned	On-task
Disruptive		.78**	.67**	-.45*
Inappropriate			.76**	-.64**
Off-task, unsanctioned				-.79**
On-task				

**p < .01; *p < .05

Table 14

Correlation of Indicators of Manual Implementation with Measures of Student Cooperation and Task Engagement

Indicators of Manual Implementation	Disruptive Behavior	On-task
Prescription 1: Readying the Classroom		
Materials are ready (CR1c)	-.25	.55
Suitable traffic patterns (CR2a)	-.28	.44
Degree of visibility (CR2b)	-.19	.45
Adequate storage is provided in the first week of school for students' belongings (AdCR7)	.20	.17
In terms of equipment and supplies, teacher was ready for the first week of school (ORT17)	-.26	.43
In first week of school, room orderly, well-organized; materials/props available and in place (NRR1)	-.24	.65
In first week of school, student name tags used effectively (NRR2)	-.21	.18
Prescription 2: Planning Rules and Procedures		
Efficient administrative routines (CR3a)	-.39	.70
Appropriate general procedures (CR3b)	-.68	.65

Note. CR = Component Ratings; AdCR = Addendum Component Ratings; ORT = Fourth-week Observer Ratings of Teachers; NRR = Narrative Reader Ratings.

A single underscore indicates $p < .05$; a double underscore indicates $p \leq .01$.

Table 14, Continued

Indicators of Manual Implementation	Disruptive Behavior	On-task
Efficient small group procedures (CR3c)	-.69	.53
Uses warm-up or wind-down activities (CR3e)	-.18	.31
Come-ups observed while teacher engaged with other students or lessons (ORT7)	.60	-.20
Students call out without raising hands (ORT13)	.77	-.44
Sufficient number and scope of workable procedures and rules for small group activities (NRR13)	-.25	.52
Sufficient number and scope of workable procedures for whole-class activities (NRR14)	-.44	.50
Problems related to movement of students in classroom (NRR29)	.47	-.61
Problems related to class verbal participation (NRR30)	.43	-.46
Prescription 3: Consequences		
Teacher rewards appropriate performance (CR5a)	-.14	+.44
Teacher rewards appropriate behavior consistently (NRR16)	-.32	.55
Negative consequences clearly defined (NRR17)	-.15	.22
Teacher follows through with negative consequences consistently (NRR18)	-.30	.46
System of consequences appropriate and effective (NRR19)	-.42	.57

Table 14, Continued

Indicators of Manual Implementation	Disruptive Behavior	On-task
Prescriptions 4 and 5: Teaching Rules and Procedures and First Week of School Activities		
Signals appropriate behavior (CR5b)	-.05	.36
Teacher presents, reviews, or discusses classroom rules or procedures in the first week of school (AdCR1)	-.20	.12
Presentation of rules, procedures, and penalties in the first week of school is clear (AdCR2)	-.43	.17
Presentation in the first week of school includes explanation of rationale for rules and procedures (AdCR3)	-.17	.05
Rehearsal or practice of procedures is included for presentation/review of rules and procedures in the first week of' school (AdCR4)	-.17	-.02
Teacher provides feedback and review of rules and procedures during the first week of school (AdCR5)	-.37	.10
Teacher stays in charge of all students in the first week of school (AdCR6)	-.18	.18
Procedures and rules well-taught: Presentation, review, reminders, corrections (NRR15)	-.30	.39
Prescription 6: Strategies for Potential Problems		
Manages interruptions (CR9e)	-.40	.40

Table 14, Continued

Indicators of Manual Implementation	Disruptive Behavior	On-task
Students with behavioral disturbances are handled well (ORT15)	-.52	.33
Problems related to school-wide scheduling (NRR35)	.07	-.08
Prescription 7: Monitoring		
Effective monitoring (CR5d)	-.42	.70
Teacher effectively monitors at beginning of activities (NRR21)	-.30	.53
Effective monitoring of transitions (NRR22)	-.36	.55
Problems related to contacting teacher for help, attention (NRR31)	.36	-.18
Prescription 8: Stopping Inappropriate Behavior		
Consistency in managing behavior (CR5c)	-.65	.61
Stops disruptive pupil behavior quickly (CR6c)	-.43	.48
Cites rules or procedures in response to disruptive behavior (CR6d)	-.06	.08
Ignores disruptive behavior (CR6h)	.09	-.29
Stops inappropriate behavior quickly (CR7c)	-.60	.59
Cites rules or procedures in response to inappropriate behavior (CR7d)	.11	.23

Table 14, Continued

Indicators of Manual Implementation	Disruptive Behavior	On-task
Ignores inappropriate student behavior (CR7h)	.41	-.49
Ignores inappropriate behavior when ignoring is appropriate (NRR20)	-.38	.26
Prescription 9: Organizing Instruction		
Attention spans considered in lesson (CR4b)	-.36	.74
Student success (CR4c)	-.49	.75
Teacher allows activity to continue too long (ORT20)	.10	-.49
Prescription 10: Student Accountability		
Teacher monitors student understanding (CR1j)	-.43	.72
Teacher consistently enforces work standards (CR1k)	-.66	.68
Suitable routines for assigning, checking, collecting work (CR3d)	-.53	.61
Teacher successful in maintaining students' responsibility for work (ORT24)	-.39	.41
Deadlines enforced consistently (NRR9)	-.32	.40
Effectively monitors student progress and completion of assignments (NRR11)	-.38	.47
When task avoidance occurs, teacher successfully intervenes (NRR23)	-.46	.59

Table 14, Continued

Indicators of Manual Implementation	Disruptive Behavior	On-task
Prescription 11: Instructional Clarity		
Describes objectives clearly (CR1a)	-.38	.62
Clear directions (CR1d)	-.61	.73
Appropriate pacing of lesson (CR1h)	-.58	.68
Clear explanations and presentations (CR1i)	-.61	.72
In giving directions, teacher questions to determine students' understanding (ORT23)	-.28	.43
Students' problems with curriculum are anticipated, explanations are appropriate in vocabulary, level of complexity (NRR3)	-.38	.64

Table 15

Differences Between Experimental and Control Group Averages on Variables Potentially Susceptible to Observer Bias or Halo Errors, But Not Directly Related to the Treatment

Variables	Experimental mean (n = 23)	Control mean (n = 18)	*t*	*p*
Teacher was enthusiastic (ORT 35)	3.72	3.42	1.12	.271
Showmanship of teacher (ORT 36)	2.98	2.64	1.14	.260
Punishes or criticizes to stop disruption (CR 6.7)	1.93	2.10	-.66	.514
Punishes or criticizes to stop inappropriate behavior (CR 7.7)	1.85	1.65	.92	.364
Extent of student participation in recitation/discussion (NR 25)	3.87	3.82	.18	.856
Teacher displays listening skills (CR 9.2)	3.45	3.65	-1.07	.296
Teacher expresses feelings (CR 9.3)	2.78	2.53	.99	.332
Class has relaxed, pleasant atmosphere (CR 8.2)	3.76	3.79	-.14	.893

Note. Means of all variables except NR 25 are based on observations in Weeks 1 through 4. NR 25 is based on Weeks 1 - 8.

APPENDIX A

Table of contents for the treatment manual

CONTENTS

Introduction

Background 3

How to Use This Manual 7

Prescriptions for Organizing and Managing the Elementary Classroom

Prescription 1 — Readying the Classroom

Rationale 11

Planning the Use of Space 12

Activities for Prescription 1 20

Checklist 1.1, Classroom Readiness 21

Checklist 1.2, Essential Questions 23

Prescription 2 — Planning Rules and Procedures

Rationale 27

Procedures 28

Rules 40

Activities for Prescription 2 42

Case Studies 45

Checklist 2.1, Subjects Requiring Rules and Procedures 51

Prescriptions for Organizing and Managing the Elementary Classroom, continued

Prescription 3 — Consequences

Rationale 57
Some Guidelines 59
Activities for Prescription 3 64
Case Studies 65

Prescription 4 — Teaching Rules and Procedures

Rationale 67
Guidelines for Teaching Rules and Procedures 67
Activities for Prescription 4 70
Case Studies 73

Prescription 5 — Beginning of School Activities

Rationale 75
Things to Do For the First Day 76
Activities for Prescription 5 74
Case Studies 81
Checklist 5.1, Things to Do or Have on Hand for the First Day of School 91

Prescription 6 — Strategies for Potential Problems

Rationale 93
Identifying Potential Problems 93
Special Problems 96
Activities for Prescription 6 103
Case Study 105

Prescriptions for Organizing and Managing the Elementary Classroom, continued

Prescription 7 — Monitoring

Rationale 107
Monitoring the Class 108
Activities for Prescription 7 110

Prescription 8 — Stopping Inappropriate Behavior

Rationale 113
Some Guidelines 113
Activity for Prescription 8 114
Case Studies 115

Prescription 9 — Organizing Instruction

Rationale 119
Using Curriculum Guides and Textbooks 119
Whole Group Activities 120
Centers and Stations 121
Small Group Activities 122
Adjusting Instruction for Low Academic Level Students 123
Activities for Prescription 9 127
Case Studies 129

Prescriptions for Organizing and Managing the Elementary Classroom, continued

Prescription 10 — Student Accountability

Rationale 133

Effective Accountability Systems 134

Activities for Prescription 10 138

Case Studies 139

Checklist 10.1, Accountability 141

Prescription 11 — Instructional Clarity

Rationale 143

Illustrations of Clarity 143

Communicating Clearly 146

Activities for Prescription 11 148

Case Studies 149

APPENDIX B

Workshop agendas, activity outlines, and handouts for beginning school workshops

AGENDA FOR BEFORE SCHOOL TEACHER WORKSHOP

Approx. Time	# of Min.	Activity	Staff
1:00	20	Welcome and Brief Introduction to the Study Introduction of Staff and Participants	Carolyn
1:20	15	Introduction to the Manual What's in it How to use it Plan for the workshop	Julie
1:35	15	Break for refreshments and to move into grade level arrangement	
1:50	25	First set of small groups	
		Rules and Procedures	Barb
		First day activities	Murray
		Organizing Instruction	Julie
2:15	5	Break to switch groups	
2:20	25	Second set of small groups	
2:45	5	Break to switch groups	
2:50	25	Third set of small groups	
3:15	5	Break to return to whole group focus	
3:20	60	Beginning of School Videotape	Julie
4:20	10	Administrative Matters, Summary Comments, Pep talk Question and Answer	Barb

AGENDA

CMIS Booster Workshop

Activity	Staff
Introduction: Overview of activities and objectives	Julie
Concurrent Small Group Discussion	
Behavior Management Problems	Murray
Instructional Organization Problems	Julie
Break	
Concurrent Small Group Discussion (Same as above)	
Wrap up Discussion	Barbara
Project business and upcoming events	
Question and Answer	

PROBLEM

Teacher A is very frustrated because her students do not seem to listen to instructions. Here is a typical incident: On the chalkboard Teacher A has written the spelling assignment, "Spelling, Unit 4, pp. 16-17, Exercises 1-4." She announces the topic, shows students where the assignment is written and asks them to open their books to the right pages. As soon as most students seem ready, she begins to read aloud the instructions for each exercise. When finished, she asks if there are questions. When there are none, she starts toward her desk. On the way she is stopped by 3 students with questions. After answering the same questions for 2 of the children, she gets the class' attention and rereads the instructions for exercise 1. Then she goes to her desk where at least 4 more students come to get help on the same exercise.

SOLUTION

Teacher A realizes she needs to be more specific and careful in giving instructions. She starts by waiting for all students' attention before giving instructions, that is, she insists that all students have their books open to the right page and their eyes on her before she begins. After she gives instructions for each exercise, she asks a student (one known to sometimes need help in following instructions) to repeat the instructions. She asks the class a question or two about what they are to do, as well as asking if they have questions. She writes a brief list, summarizing instructions, on the board.

While Teacher A has noted improvements, she is still concerned about some students not following instructions. WHAT OTHER THINGS CAN SHE DO?

For more ideas, see p. 120, Prescription 9, p. 136, Prescription 10, and pp. 143-148, Prescription 11.

MORE IDEAS, TEACHER A: LISTENING

Watching, eye contact during instructions.

Do one or more for class. Show them how their paper should look.

Have everyone head paper and do one problem while you watch. Show of hands for first answer. T puts on board.

Do one or one of each kind together. Questions students about how, why, etc. to determine understanding.

After whole class instructions, go check on slower students, individually or in small group. Help if necessary.

Don't go to your desk. Circulate and monitor.

Don't allow comeups, at least until all are working, then only one at a time.

PROBLEM

Teacher B groups for reading instruction but is not at all satisfied with the way out-of-group students work while she is working with a small group. Here are some of her typical reading group procedures: Teacher B has instructions for two reading groups written on the chalkboard. She gives group 1 instructions for two activities which they are to do at their desks before coming to reading circle. First they are supposed to do a worksheet, and second they are supposed to read a story in their readers. After giving the instructions and answering a few questions, she calls the other group to the reading circle. Teacher B stays with group 2 for 35 minutes. At the end of the 35 minutes, she dismisses group 2 to do their seatwork and calls group 1 to the reading circle. When they get there Teacher B discovers that only half of the six students have finished the worksheet. Two of the students say that they read the story first. One student has done nothing. When she begins to discuss the story they read, she finds that only 4 of the 6 students finished the story. Teacher B is frustrated because she is sure that she allotted enough time for both activities.

SOLUTION

Teacher B first thought about her initial instructions to group 1. She decided to begin having students repeat the instructions for the activities, including the order in which they were supposed to do them. In addition, she would tell the students approximately how much time the first activity should take, and instruct them to watch the clock to make sure they were not spending too much time on one activity. She also realized that she could not leave the first group in seatwork activities for such a long period of time without closer supervision. She began to plan activities for reading group 2 so that these students would have something to do by themselves for a brief period of time when group 1 should be moving on to the second activity. This enabled her to leave the reading circle long enough to check on progress of students in group 1.

These measures helped a lot, but Teacher B's class continued to have some trouble using their time well during grouped instruction, especially when the lowest level reading group worked at their desks while the teacher worked with another group. WHAT ARE SOME OTHER SOLUTIONS THIS TEACHER SHOULD TRY?

For more ideas, see pp. 122-131, Prescription 9, pp. 135-137, Prescription 10, and pp. 146-147, Prescription 11.

MORE IDEAS, TEACHER B: GROUPING

Shorter seatwork periods, break up activities in both groups more

Hold students accountable for seatwork time.

Set a timer to signal when they should be finished with ditto.

Give group 2 a long enough assignment that T can lead group 1 in checking worksheet after a certain period of time (announced ahead)

Or, when timer signals, put group 2 on a task and circulate, marking in red where each student is on ditto. They go on to reading and can finish later.

Tell students ahead of time what will be checked, when, and that they will be questioned over reading in circle.

Reading questions on board.

Appoint a group helper.

Start assignment with group one, show of hands, feedback.

Give group 2 a get ready task so you'll have time to start group 1 right.

PROBLEM

Teacher C feels that much of his class time is wasted during transition or "getting ready" periods. Because his school uses some team teaching, students have to move in different groups to several different locations during the day. Stragglers hold up the rest of the class. While the teacher deals with individual problems, questions, and explanations for lateness, much student time is spent chatting or waiting around. The class often gets noisy during these transition periods, then the teacher has trouble getting everyone's attention. A similar situation occurs in the mornings, when transportation problems, breakfast programs, or tardiness cause students to arrive in class at different times.

SOLUTION

First, Teacher tried putting the day's assignment on the board and instructing students to start on it immediately on entering the room. But many students did not begin right away. Some who did approached the teacher with questions, adding to the confusion. Teacher C realized he needed better solutions. WHAT ELSE COULD HE DO?

Some ideas can be found in pp. 38-39, Prescription 2 and Prescription 10.

MORE IDEAS, TEACHER C: TRANSITIONS

Use academic warmup - easy, routine, timed.

Hold students accountable for warmup.

Have supplies on desk if possible.

Holding corner for few earlies, stragglers.

Teacher cooperation, planning together.

Competition between reading groups - who can get ready first or number who can finish all of warmup. Reward at end of week or day.

Beat the clock - warmup starts at specified time (board covered or use OH), end at specific time.

Library books?

Morning:

- Easy warmup
- Finish work from previous day or read a book at desk
- Easy game, student led while T supervises.
- Picture journal or daily calendar to color, use for record of work that day.

Tell students on day before what to do.

Dont deal with individual problems during transitions. Stay visible, standing near door, directing.

PROBLEM: Teacher D feels he has a good class -- with two exceptions. Jimmy never seems to be in his seat. He is wandering, dancing around the classroom, bumping other childrem, grabbing their papers and pencils, and stirring them up constantly. Richard is another disruptive student, constantly calling out answers and "smart" remarks to the teacher and to other students. The class is regularly either stirred up and angry at Jimmy or stirred up and laughing at Richard.

SOLUTION: Teacher D talked to Jimmy about his need for movement, and together they set up a system in which he could earn a certain amount of movement time in specific areas by staying at his desk a specific length of time. The teacher used a timer to keep up with this and hoped gradually to increase his "in-seat" time. He told Richard that for every call-out or "smart" remark he made, Richard would have to sit out 5 minutes of recess; on days when there was no recess, he would write his remarks 100 times each.

Teacher D saw an improvement in both boys' behavior, and in that of the class, and he held his breath for fear it would not last. WHAT CAN HE DO TO MAINTAIN THE IMPROVEMENT AND TO SIMPLIFY HIS SYSTEM FOR JIMMY?

For more ideas, see Prescription 3, p. 57, Prescription 6, p. 93, and Prescription 8, p. 113.

PROBLEM: Teacher E is concerned, because no matter how hard she tries to follow through with her behavior requirements, her students continue to talk, wiggle, and behave in ways that they know are not acceptable to her. Within one typical 10 minute morning segment she wrote five names on the board for talking--after she had warned them several times to stop; she sent one child to stand in the time-out corner for not staying in his seat; she had warned one girl twice about helping other students; and she threatened to send two boys to the office for running around the room.

SOLUTION: In trying to improve the situation she decided to give only one clear warning and then to enforce the consequences. To make it clear what the consequences are she posted a list of the most common ones next to the list of rules. To inject some positive motivation for good behavior she promised a party on Friday to those with a clear record for the week--that is, those whose names had not been posted more then once for breaking the rules.

While these measures helped somewhat, she still found herself harping at the children, and having to go to some lengths to carry out consequences consistently. The children were still misbehaving at an annoying rate.

WHAT NOW?

For more ideas see Prescription 3, p. 57 Prescription 7, p. 107; and Prescription 8, p. 113.

PROBLEM: Teacher F has things going pretty well until there is an interruption or distraction from outside the room. For instance, one day a rather large dog was wandering around outside the classroom door and peeking in the windows. Students were very concerned that the dog would get them when it was time to go to reading or lunch. Teacher F told the students there was no need to worry, she was sure the dog was very nice. Still the students continued to watch the dog, whisper about it and ask the teacher what could be done.

SOLUTION: Teacher F decided she would need to do two things in the case of such a distraction. First she needed to deal with the concerns of the students and should call the office immediately to get a custodiam or someone to get rid of the distraction as soon as possible. In addition, she would ask the students to be mature, keep their minds on their work and not to worry, that the distraction would be taken care of very soon.

A couple of weeks later the students discovered a trail of ants from the trash can across the room to the reading circle. Teacher F called the office, but help was not immediately available. The students agreed to try to ignore the ants, and they worked pretty well despite the distraction, but an occasional student would get up to stomp the ants. WHAT ELSE COULD THIS TEACHER DO IN THESE SITUATIONS?

For more ideas, see Prescription 6, p. 93, and Prescription 8, p. 113.

APPENDIX C

Materials for the December workshop

AGENDA

December 10, 1980 CMIS Workshop

Time	Activity	Staff
1:00	Introduction	
	Introduction of Staff and Participants	Julie
	Purpose of the Project	Julie
1:30	Small Group Discussion	
	Introduction to the Manual	Barbara
	Identify problem, discuss elements, and references in manual, suggestions, discussion (5 problems/group)	
	Behavior Management	Murray
	Instructional Organization	Julie
2:15	Break	
2:35	Small Group Discussion (Same as above)	
3:20	What to Do After Christmas	Barbara
	Elements to Consider	
	Good Examples Case Study	
4:20	Question and Answer	

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Case Study
First Day After Christmas

Time	Description
8:00- 8:15	The teacher stands near the door, smiling and speaking to each child, as the students enter and put their coats and lunches in the closet. When all are seated, she closes the door and walks to the front of the room. She leads the students in the Pledge and presents the new calendar for the month. When Chris raises his hand and asks a question, she thanks him for raising his hand and then answers him. When several other children begin to talk among themselves, the teacher hits the bell signal, and the room becomes quiet. She says, "That was good! You got quiet immediately! I'm glad you didn't forget what that signal means."
8:15- 8:25	"Some of you may have noticed that I have covered up our list of rules," Teacher says. She goes on, "I know it's been a long time since you have seen the rules, and I thought it would be interesting to see how many people remember what our rules are. Can anyone remember what rule number one is?" All of the students raise their hands and some call out, "Me, me." Teacher says, "Oh, good, I see you have all remembered to raise your hands. I especially like the way some of you are sitting so quietly with your hands up." All the students get quiet as Teacher calls on one who had already been sitting quietly. After the student gives the rule, Teacher repeats it and removes the cover so students can see where it is written. She repeats this with the other three rules, then compliments the students on remembering so well.
8:25- 8:45	She goes on, "Today we have many interesting and fun activities to do. First, we are going to hear what everyone got for Christmas. Choose your one favorite present, only one, and tell us what it is and one thing about it. Let's go in order." She sits in front of the class and calls on children, sequentially, around each table. She comments briefly about each gift, expressing enthusiasm and using personal examples to maintain interest. She encourages the few shy children, asking leading questions and waiting patiently for their responses. After the children at two of the four tables have had turns (about 10 minutes), the teacher says, "I want to thank Tables 3 and 4 because they're being so patient and are listening quietly while everyone else is having their chance." When she gets to the last student, she stops and says, "John, you have been especially patient. Since you're last, you may tell us two things." After John finishes, the teacher tells a little about her own favorite gift.
8:45- 8:50	Then the teacher says, "Now it's time for us to get down to business." She tells the students to take out a pencil and quickly sharpen it, if necessary. Several children line up and sharpen their pencils as the teacher watches and passes out LOMS tablets. When all students are seated, Teacher says, "From now on, you will be expected to sharpen your pencil and take out your LOMS tablet as soon as you come in the classroom in the morning and have both sitting on your desk ready for LOMS.

Time	Description
	Karen, what will be the first thing you do tomorrow morning after putting up your coat and lunch box?" Karen answers correctly, and Teacher repeats what Karen said. Teacher asks if there are any questions. When there are none, she says she'll remind the students as they are coming in tomorrow.
8:50- 9:00	As Teacher is walking to the overhead projector, she says, "Vanessa, I see your signal. I know that you are ready." Vanessa's pencil is lying on her desk next to her paper, and she is looking at the teacher. The rest of the class scurries to get ready.
	Teacher says, "You were so good before Christmas. You did all the LOMS drills completely by yourselves without help from me, and we're going to get back to that very soon. For a while, however, we will go through the drills together to get back in practice." She leads them through the exercises. Soon, she says, "I have almost everybody's eyes on me when I give the word. We are really getting back into the swing of things."
9:00- 9:15	Later, while circulating, Teacher says, "I can tell that Suzanne and Mark are writing neatly because they are taking their time and are working very carefully." She moves around the tables looking at everyone's paper as she calls out the words and occasionally makes such comments as, "Oh, Mike, that writing is so nice!" As they continue, she says, "I want to thank the students who are with me every step of the way." She calls on tables and individuals to spell words aloud.
9:15- 9:40	When they finish LOMS, she says, "Now listen carefully to these directions. First, put your LOMS tablets away. Second, get out your language arts books and spirals. And third, I want to see that each of you knows where to be when it is time for language arts." She watches as the students follow her instructions, some lining up at the door. At Teacher's nod, eight students go quickly into the classroom next door. At the same time, seven students enter the room and sit at the vacant middle tables. The teacher acknowledges the new students and says, "I have some instructions to give the Red group, and then I will be with the Green group, then the Yellow group. Green group, you may be putting your heading on your paper, then sit quietly. Yellow group, please get your books and spirals, go to the reading circle, and copy the words listed on the board into your spirals. When you finish, begin reading the story on page 102." Teacher points to the board where these instructions are written. She goes to the Red group, hands out a worksheet and briefly explains what to do. After questioning the Red group members to be sure they understand their assignment, she tells them she will be working with the Green group and that she expects them to work very quietly and carefully on their own on this review sheet.
9:40- 9:55	The teacher works with the Green group for 20 minutes. Then she checks on students in the Red group before joining the Yellow group in the reading circle to listen to them read orally. While she works with each group, she watches the rest of the class as well. She makes eye contact

Time	Description
	with students frequently and occasionally snaps her fingers at students who are talking to someone other than the appointed monitors. Once, she pauses briefly to isolate a student who persists in talking.
9:55- 10:00	As a few students finish their work, the teacher praises them for remembering to take out their library books to read. She tells the Red group to put the worksheets on their desks to be checked as soon as she gives some instructions to the Yellow group.
10:00- 10:15	Teacher moves her chair over next to the Red group and says, "Red group, you may use regular pencils to correct your spirals because it's been a while since we've worked, and you may not have your red pencils with you or sharpened. But tomorrow I expect you to have your red pencils when we correct our work."
10:15- 10:30	After working with the Red group, Teacher tells the class they have worked so efficiently that they have time for a spelling bee. She numbers off students for teams and tells them where to stand. They move quickly into position. Her procedure is to call out a word and give a sentence with it; if the student spells it correctly, s/he gets a mark on the board for that team, and the student goes to the end of the line. As the students get increasingly excited, the teacher says, "I'll give you a reminder since we've been gone a while. Don't forget that I deduct points from your team for too much noise!" The students settle down.
10:30- 10:35	The teacher rings the bell and tells the students to clean off their desks. Then she has the students from next door line up and go back to their class. Eight students return to this class. The teacher says, "When I see you are organized and ready for math, we will start our lesson." Most start getting ready. Teacher watches them carefully. When she sees two students dawdling, she asks, "Tim and John, have you forgotten how to get ready for math? Tim, tell us what you must do." Tim answers and gets busy.
10:35- 10:55	When Teacher sees that all students have paper and pencil on their desks and are facing her, she begins a brief review of the topic they were on prior to the holidays. She calls on students with raised hands to ask or answer questions. When working math problems on the board, the teacher makes some intentional errors. When the students raise objections, she calls on those who raise their hands to tell what her mistake is and how to correct it. She thanks the students "who raised their hands and didn't call out." As she assigns the problems for them to do independently, she points out, "There are two ways you might get a problem wrong even before working it. One is by not lining up the numbers carefully, and the other is by copying the wrong problem. Be sure you don't make these mistakes! When you finish your math assignment, let me know by putting your paper on the left hand corner of your desk and taking out your library book. Or, if you would like to work on an extra credit sheet, raise your hand and I'll bring one to you."

Time	Description
10:55- 11:05	Teacher checks her watch, then says, "Look at our clock. It is now 10:55, and we should be finished when the big hand is on the 3, or at 11:15. At 11:15 you will go to music. Now, if you have a problem, shoot up your hand, and I'll come to help you." The students start working immediately. The teacher circulates, looking at each student's paper to be sure s/he has started the assignment correctly. She praises several students who are doing their work more carefully than usual.
11:05- 11:15	As she continues to walk around looking at students' papers and helping those who raise their hands, she comments, "I see a lot of columns lined up nice and neat." Then she says, "You should already be on problem 9. If you're not, get moving." At 11:13 the teacher says, "You should be on number 20 by now." By then several students have finished the assignment and are reading their library books.
	Teacher says, "We will choose new helpers tomorrow, but for today our table monitors will be Mike, Janna, Roy, and Lisa. Now, pass your papers to the table monitor. Table monitors, put the papers in the math box, please." She reminds the students that they must always get out a crayon for music. She watches and says, "Table one, you got the point. You got your colors out, zipped your lips, and are ready. You may line up first." The other students hasten to get ready and are called by tables to line up for music.
11:50- 12:00	Students file in from music and sit down. Teacher goes to the front of the room and tells the students that she will review the procedure for preparing for lunch in case someone has forgotten. She says, "I will turn on the record player for everyone to listen. While you are listening, each table may go to the restroom, wash your hands, and get your lunch boxes or lunch cards. This is to be done quickly and quietly, so you don't disturb the rest of the class. Then you will line up, with the lunch buyers in one line and the students who brought their lunches in the other line. When it is time to come back from the cafeteria, I will hold up my hand. That's the signal to zip your lips and line up quickly beside me. Are there any questions?" The teacher answers one or two questions, then turns on the record player and calls on tables one by one to use the restroom and get their lunches. Then she calls the students by tables (quietest ones first) to line up in the two lines to go to the lunchroom. Teacher says, "I expect to hear no talking in the halls. I know you will do well because we are having such a good day, and you all are remembering your manners."
12:30- 12:50	After lunch the teacher stands and monitors as students file quietly into the room, put up their lunch boxes, and go to the rug. When the teacher sees two students talking, she walks over to them and puts her hands on their shoulders, and they get quiet. Teacher joins the group at the rug and in a low but enthusiasic voice tells them what they will do this afternoon. When students start to giggle and act excited in

Time **Description**

response to her enthusiasm, she says, "I'm going to wait until everyone is quiet and all eyes are looking at me before I begin the story." She then waits until she can see everyone's eyes before introducing the book she will be reading, one chapter a day. After she finishes the first chapter of the book, the teacher asks review questions and gives the students a chance to predict what they think will happen in the next chapter. Then she tells the students she wants them to return quickly to their desks with their lips zipped, take out one piece of paper and one pencil, and write their heading in the proper place. She tells them she'll be looking for a signal that they're all ready to begin the handwriting activity. Then she lets them return to their tables.

12:50-1:15 Teacher goes immediately to the overhead projector and surveys the room to be sure that all students are getting ready to begin. Seeing two girls talking, she reminds them what they are supposed to be doing. She tells the class she wants all eyes on her so that they will see and understand what they are expected to do. She explains, "I would like to know a little more about how each of you spent Christmas. In your very best handwriting, I would like for you to write one paragraph about what you did on Christmas Day. For instance, my family opened presents very early. Then we all got dressed and ate breakfast. After breakfast, we sang Christmas carols and cleaned up. In the middle of the afternoon, we had a big turkey dinner." Teacher turns on the overhead projector where she has written "How I Spent Christmas" and tells students to write this title on the top line, skipping one line before writing the paragraph. "I would like for you to have at least three complete sentences in your paragraph. Tonight I will look over your paragraphs to be sure they are neatly and completely done, and tomorrow we will post them on our Special Work bulletin board. Then you will be able to read about what your friends did on Christmas. You have 20 minutes to work on this, so please take your time and do it as neatly as possible. I have written some words on the board that I thought some of you might need help spelling. You don't have to use these words, but if you need help with a word, be sure to check the board to see if it is there. Please raise your hand if you need my help." As the students go to work, Teacher circulates, looking at each person's paper, complimenting some, spelling words for others, and answering questions. As students finish, Teacher tells them to check over their work to be sure it's neat and nice, and reminds the class that at least three complete sentences are required. Several students finish and take out their library books. Teacher checks to be sure all students finish the assignment. Then she has the students pass their papers to the monitors, who place the papers in the handwriting box. Teacher compliments the class on being quiet and doing such a nice job on their handwriting. She tells them she is looking forward to reading their compositions.

When all papers are turned in and the monitors are back in their seats, Teacher takes the class outside to play a game together.

1:35 1:40 When the game is over, but before they file into the room from the playground, Teacher tells the students to hang up their coats as soon as they go into the room and to clear their desks. "We have something very

Time	Description
	exciting to talk about." Teacher watches carefully to make sure that students are complying with her instructions.
1:40 2:15	Teacher moves to the front of the room, scanning the class to be sure all are quiet and ready to listen. She whispers to a few students who forgot to clear their desks. Then she introduces a new topic they will be studying, dinosaurs. She reads a short book introducing the students to dinosaurs. She shows some pictures and writes some of the names of the dinosaurs on the front chalkboard, having the students repeat the names after her. On a poster board the teacher has a drawing of a Tyrannosaurus Rex with a child standing next to it, and points out the difference in sizes. She calls up Joey to the front and measures how tall he is. Then she tells the class how many Joeys it would take to be as tall as the Tyrannosaurus Rex. She tells the students how tall the room is and how many rooms stacked on top of one another would be required before the Tyrannosaurus Rex could enter the room. Then the teacher explains several activities they will be doing during this unit. "First we will study the different kinds of dinosaurs we know existed, and each of you will choose one of four types to write a report about. We will also have four groups who will work together to make pictures of dinosaurs, and we will put all of them together to make a big mural all across the back of our room!" The teacher also announces that at the end of this unit, they will have a field trip to the Texas Memorial Museum where they will get a chance to look at a dinosaur skeleton exhibit. Students get very excited and start to chatter and ask questions. Teacher rings her bell once and the whole class gets quiet. She calls on students with raised hands and answers some questions. Then she tells the students they will have to be very cooperative. "You will have to cooperate in the library in doing research about dinosaurs; you will have to cooperate with the other members of your group in making your dinosaur picture, and you will have to cooperate with the whole class in showing me you will be well-behaved enough to go to the museum." Teacher calls on several students who have raised their hands. They offer to bring models of dinosaurs to school. Teacher tells them that will be great. She reminds the students to put their names on the models, and she points to a shelf she has cleared for this purpose. She tells all of the students to also keep their eyes open for pictures in the newspaper or magazines but not to cut them out without permission from their parents. Then she tells the class that they will be talking more about their dinosaur plans tomorrow.
2:15- 2:30	Teacher says it is time to get ready to go home. She asks the class what is the first thing they are to do in the morning after putting away their coats and lunch boxes. Most students raise their hands, and Teacher exclaims, "I'm so thrilled so many of you have remembered!" She calls on George to give the answer. Teacher also mentions they will be choosing new monitors tomorrow morning. She compliments the class on having such a good day and reminds them she knows how well they can do and that she will be looking for good behavior tomorrow as well. Then she directs the class in lining up for dismissal and says, "Have a nice afternoon and come prepared to work tomorrow."

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IMPORTANT EVENTS IN THE FIRST DAY AFTER CHRISTMAS CASE STUDY

8:00-8:25	Greeting students Warm-up activities Reinforcement of established procedures Review of rules
8:25-8:45	Structured Christmas sharing activity Reinforcement of quiet behavior
8:45-8:50	Establishment of a new procedure Checking for comprehension
8:50-9:15	Reinforcement of procedures Whole group activity Reinforcement of academic expectations
9:15-9:40	Specific directions for transition Expectations for appropriate behavior established Clear instructions given and comprehension checked
9:40-9:55	Low group checked on and given help Monitoring and handling inappropriate behavior
9:55-10:15	Procedure for when finished reinforced Warns Red group, giving them a chance to finish
10:15-10:30	Academic activity which serves as a reward
10:30-10:35	Speedy transition of students in and out of the room Reinforcement of procedures
10:35-10:55	Review of topic covered before Christmas Consistent reinforcement of procedures Establishment of academic expectations Procedure of what to do when finished
10:55-11:15	Time expectations given to help students pace themselves Checking every student's paper Temporary monitors appointed Reminder of procedures for going to music
11:15-11:50	Music
11:50-12:00	Review of procedures for lunch
12:00-12:30	Lunch

IMPORTANT EVENTS (continued)...

12:30-12:50	Explanation of the afternoon activities Careful monitoring of student behavior Stopping inappropriate behavior Waiting for all students' attention
12:50-1:15	Monitoring while students get ready Waiting for all students to get ready Christmas sharing in a handwriting activity Specific instructions, examples, and academic expectations Monitoring to be sure all get started Circulating to give help and compliments to students
1:15-1:35	Recess
1:35-2:15	Monitoring to be sure all students are ready Introducing a new unit, exhibiting enthusiasm and building excitement Explaining some of the activities they will do Emphasis on expected cooperation and behavior
2:15-2:30	Review of new procedure Complimenting students on a good day Establishing expectations for the next day

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PROBLEM: GIVING DIRECTIONS

Ms. Jones is very frustrated because her students do not seem to listen to instructions. She explains carefully what to do, writes the assignment on the board, and asks for student questions. Nevertheless, before the class really gets started on the work, three or four students typically come up to the teacher's desk with questions. Others turn to their neighbors with questions. After answering the same questions for several students, she has to interrupt everyone to go back over instructions. Or, she later finds that some students have done their work incorrectly. WHAT CAN THIS TEACHER DO TO HELP HER STUDENTS LISTEN TO AND UNDERSTAND HER INSTRUCTIONS?

Where to Lock in the Manual

Instructional Clarity: pp. 143-148
Making Assignments: p. 135
Monitoring Work: p. 136
Problem Students: p. 101 and p. 120

Some Specific Suggestions

Wait for all students' attention before beginning to give instuctions.

After giving instructions, ask a student (one who may need help) to repeat the instructions.

Quiz the class about what they are to do, rather than only inviting questions.

Summarize instructions on the board.

Immediately after giving instructions to the whole class, go over them with the slower students, either individually or (if there are more than two) in a small group.

Watch all students' faces carefully while you give directions. Look for signs of confusion, inattention.

Do a few problems (questions) with the class. Show them exactly how their papers should look. (An overhead projector works well for this.)

While you watch the class, have everyone head their papers and do one or two problems. Announce the answer(s). Ask for a show of hands. Work the problem(s) on the board quickly.

Don't allow students to come up to your desk for help until everyone is working steadily. Then allow only one at a time.

Don't go to your desk. Circulate and look at every student's paper.

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PROBLEM: GROUPED INSTRUCTION

Ms. Hart is not at all satisfied with the way out-of-group students work while she is teaching a small reading group. Although she feels she allows appropriate amounts of time for work to be completed and gives thorough instructions before reading group starts, some students do not follow seatwork directions and many never finish their work. A few students finish early, turn in their papers, and begin free time activities. Soon many students are visiting or using free time activities. Ms. Hart has to interrupt her work with reading group to discipline rowdy students or answer questions. WHAT CAN SHE DO TO IMPROVE HER SITUATION?

Where to Look in the Manual

Planning Procedures for Seatwork and Small Group: pp. 36-38
Teaching Reading Group Procedures: p. 129
General Guidelines: pp. 122-123
Student Accountability: pp. 133-140

Some Specific Suggestions

Make sure everyone understands instructions before starting groups. (See GIVING INSTRUCTIONS).

Tell students ahead of time what will be checked, and when.

If seatwork includes some silent reading, have listed on the board some reading comprehension questions which students will be held accountable for when called to reading circle.

In order to have time to get the seatwork groups started right, give the first small reading group a getting-ready task to complete before you join them.

Help students pace themselves. Show them on the clock how much time the first assignment should take. Better yet, set a timer to signal when they should be finished with a particular assignment and go on to the next.

After working with a group for a while, give the students in group a short task to do on their own while you leave them to check on progress of out-of-group students and answer questions.

After a specified period, put reading group students on a short task and circulate among other students. Mark in red where each student is on the first assignment. They can then start on their next assignment, but should be required to finish the first assignment at home or in class later.

Or, when reading group has been given a short task, lead other students in quickly checking their first seatwork assignment.

Avoid allowing students to interrupt you with questions when you are with a small group. Tell them to skip troublesome parts until you can talk to them, or use student monitors (peer helpers).

Use a signal (such as a hat or a flag) so students can tell when they may approach you with questions and when they may not.

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PROBLEM: HETEROGENEOUS CLASSES

Never before has Ms. Rogers had to deal with students of such different entering achievement levels within a single class. She feels frustrated in her efforts to provide instruction at appropriate levels for both the slowest and the fastest students. She does not want to segregate children into achievment level groups for all activities. But she is concerned that she is not challenging the brightest students and not giving the slowest students the extra help they need. WHAT CAN SHE DO?

Where to Look in the Manual

Modified Whole Group Activities: pp. 120-121
Centers and Stations: p. 122
Small Group Activities: pp. 122-123
Teaching Low Academic Level Students: pp. 123-125 and 131

Some Specific Suggestions

Each day plan some activities that all students will do. Then plan additional activities at appropriate levels for some or all groups.

Challenge brightest students to work for greater speed and accuracy. Encourage them to sharpen their skills of reasoning and of explaining their answers.

Use a Skill Box activity center that allows students to work at their own pace for one part of their daily seatwork assignment.

Be sure to involve all students in the class when leading a discussion or recitation session.

Include some activities that can be done together as a whole class but at different levels by different students.

PROBLEM: TEAMING

Mr. Miller's school uses some team teaching. He feels that too much of his teaching time is wasted while groups change rooms, get organized, and get ready to work. Sometimes early-arriving students disrupt lessons. Other times, stragglers hold up the rest of the class. While the teacher deals with problems, makeup work, or questions, students begin chatting and wandering around. The class gets noisy during these transition periods, then the teacher has trouble getting everyone's attenion for the next lesson. HOW CAN HE CUT DOWN WASTED TIME AND DISRUPTION?

Where to Look in the Manual

Monitoring: pp. 107-109
Stopping Inappropriate Behavior: pp. 113-114

Some Specific Suggestions

Don't do anything that interferes with your ability to monitor during these class changes. Stand near the door or at the front of the room. Be visible.

Use established routines as much as possible for beginning and ending lessons, passing and collecting papers or supplies, etc.

Use an academic warmup as part of your beginning class routine. Warmups consist of short written assignments over review material, or other relatively easy tasks, such as math drills, review problems, composition practice, grammar drills, scrambled sentences to copy and decode, sentence or verses to copy and complete, etc. Usually these are put on a chalkboard or an overhead transparency, and students must complete the task in a set period of time from the beginning of class (usually five minutes or less). Warmup activities must be checked and graded regularly (usually immediately).

If early-comers or stragglers are a problem, establish a "holding area" where these students must wait quietly until the teacher can speak with them without interrupting the class.

Strive for good cooperation and group planning among unit or team teachers. Do your part to maintain schedules. Use a timer, if necessary.

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PROBLEM: TRANSITIONS

Ms. Sullivan's class is well behaved when they are involved in a lesson or assignment, but they have problems with changes from one activity to another (transitions). When the teacher tells students to get out their math supplies while she picks up or passes out papers, students start to talk loudly, and many leave their seats. Some sharpen pencils; others get drinks of water, wash their hands, or go to the restroom. A few continue to work on their previous assignment. The teacher has to repeat her directions to the class many times, and there is confusion and delay. HOW CAN SHE MAKE THESE TIMES GO MORE SMOOTHLY?

Where to Look in the Manual

How to Teach Procedures: pp. 67-70
Teaching a Procedure, Case Study: p. 73
Routines for Turning in Work: p. 136
Monitoring: pp. 107-109
Stopping Inappropriate Behavior: pp. 113-114

Some Specific Suggestions

Avoid doing anything that interferes with your ability to monitor and direct during transitions. Have teacher materials ready before the transition. Don't allow comeups.

Teach students exactly what behaviors you expect during transitions: voice level, use of fountain, sink, pencil sharpener or bathroom, regular procedures for turning in or passing out papers or supplies, ready signals.

Limit students' movement around the room during transitions.

Rely on established routines as much as possible.

Praise or otherwise reward students (or tables, teams, etc.) who follow instructions most quickly and quietly.

Use timers to encourage students to "beat the clock". (See the "hourglass system" on p. 87.)

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PROBLEM: CHILDREN WHO COME UP WITHOUT PERMISSION

Ms. Smith makes every effort to provide her students with the help and attention they need. She has several students, however, who come up to her constantly for help, advice, reassurance, and just to visit. While she feels these children may need more attention from her than do other students (and she tries to give it to them), she finds that they interfere with everything she does which does not directly involve them. Even worse, she has noticed that despite her rules about coming up to her, these children seem to lead the way for others, who would normally stay seated, to join the group around her.

Where to Look in the Manual

Planning Rules and Procedures: p. 33, C-3
p. 34, D-3
p. 37, D

Consequences: pp. 57-66, and p. 64, Activities

Teaching Rules and Procedures: p. 71, Activity 3

Monitoring: pp. 107-111
p. 109, e, f, g
p. 110, Activities 1 and 2

Stopping Inappropriate Behavior: pp. 113-114, Guidelines

Clarity of Instruction: p. 147, 3a

Suggestions for Dealing with Come Ups

Set up and teach or review a procedure about coming up to the teacher. Make it clear when this is acceptable (e.g., after children have raised their hands and have been given permission by the teacher). Remind them what they are to do when they need help and you are busy (e.g., go on to the next problem or assignment; ask a neighbor, a designated monitor, or a buddy for help).

Be firm and consistent about sending these children back to their seats immediately and refusing to help or converse with them unless they have your permission to come to you.

Seat these students close to where you generally work. Immediately after giving instructions they are to follow, go to them to be sure they understand what to do, how to do it, and do in fact begin working.

Assign a friend, or buddy, to whom these children can go for help. They are not to come up to you until they have first tried to get help from the buddy.

Set up a "help" list for the class. Have children sign the list if they want to talk to you when you are busy. Be conscientious about checking the list frequently (e.g., between reading groups), going to the children in order, and marking through the name of each child as you go. A further refinement of this system for older children is to have two lists, one labeled "short" for help requiring only a brief answer on your part, and another labeled "long" for help requiring a longer explanation or teaching. Attend to five children on the "short" list for each child on the "long" list.

Contract with each of the children with a problem in this area for a given number of permissible come ups. Give them this many numbered tabs with each child's name or initials on them. Each time they come up to you, they must give you a tab, starting with number one. Reward them for using fewer than the given number of tabs, and gradually reduce the number allowed.

PROBLEM: IMPULSIVE STUDENTS

Mr. Wilson feels he has a good class, with two exceptions. Jimmy never seems to stay at his desk. He wanders, takes constant trips to the pencil sharpener or wastepaper basket, dances around the classroom, bothers other children, and generally stirs up the class. Richard is another disruptive student, constantly calling out answers and "smart" remarks to the teacher and to other students. The class is regularly either stirred up and annoyed by Jimmy or distracted and laughing at Richard.

Where to Look in the Manual

Rules and Procedures: p. 32, A and p. 36, I
Consequences: pp. 57-66
Potential Problems: p. 102, 7
Monitoring: p. 109, e, f, g

Suggestions for Dealing with Impulsive Students

Seat "Jimmy" (1) near the area where you spend most of your time, (2) away from children who might encourage his out-of-seat behavior, and (3) away from busy or high traffic areas.

Keep a record one day of the number of times "Jimmy" is out of his seat without permission. Then tell him what you have done and how many times he was up. Tell him you're going to continue keeping a record. Each time he gets out of his seat without permission, tell him, "You have a mark." Keep it in a notepad you can keep handy. If he gets fewer than the initial number you recorded the first day, let him choose a little prize from a selection (trinkets, activities you know he'll like, pencils, erasers, etc.). If he matches the number, tell him he's "neutral" or "safe." If he gets more marks than those recorded on the first day, give him a demerit, a note to his parents, detention, or an appropriate penalty you have discussed with him in advance.

If someone is available to supervise him, have "Jimmy" run the length of the playground several times to work off some energy.

Let "Jimmy" earn some movement by completing an assignment without getting out of his seat. He may take something to the office or to another teacher, erase or write on one section of the chalkboard, empty the pencil sharpener, etc.

Put a star on each paper completed in one sitting, send a "Happygram" to his parents on good days, or let him carry a note to the office saying he was great today.

Let "Richard" tell the class a joke or ask a riddle for each specific period of time he does not talk out (e.g., during one discussion period, one lesson, story time, etc.).

When "Richard" interrupts you or other students with a call out, point out to him that he is interrupting the class and taking away from their time. Have him apologize to the class.

Help "Richard" keep a written record of how many times he raises his hand and how may times he calls out. When he does raise his hand and waits to be called on during discussion, praise him and remind him that he has earned a point for that; when he calls out, tells him that is one mark against him. At the end of each day, deduct the negative marks from the positive. Reward him for improvement and for days with no call outs.

Acknowledge or call on "Richard" immediately when he raises his hand. When he contributes or asks something appropriate (e.g., not smart alecky), praise him [e.g., "Good point (question), Richard! I'm glad you brought that up."]

Provide ample opportunity for "Richard" to participate appropriately in class discussions.

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PROBLEM: CHILDREN CALLING OUT RESPONSES

Ms. Stevens is a very warm person and sincerely likes her students. She feels this accounts for some of her difficulties during class discussions. When she tries to engage student participation in a lesson or discussion, children call out their responses even when she has already called on someone to answer. She feels that they know to raise their hands, and she is reluctant to stifle their enthusiasm by constantly reminding them to do so. On the other hand, she sees that when she allows call outs, some children cannot be heard, and some never even attempt to participate.

Where to Look in the Manual

Teaching Rules and Procedures: p. 41, rule 1
p. 45, paragraph 2
p. 69, a, b, c

Consequences: pp. 61-62, Examples

Inappropriate Behavior: pp. 113-114

Suggestions for Dealing with Callouts

Go over your reasons again for requiring the children to raise their hands (i.e., being fair and courteous, and your ability to hear only one at a time).

Continue complete consistency in responding only to answers of children who are called on with raised hands.

Encourage the children who call out to raise their hands by signalling with a finger over your lips and your hand raised briefly when they call out. As soon as one raises his/her hand, try to call on that student and praise his/her hand raising. Be enthusiastic (e.g., "That's great! Your hand is up! That makes me really want to hear from you.").

Establish a signal for choral responses, such as a hand gesture or a word (e.g., "Class" or "Everybody"). Have the children practice responding to each signal. When possible, alternate forms of responding during discussions.

If some children persist in calling out to a distracting extent, have them leave the discussion area and either return to their seats or go to a time out area. Later, talk privately with them individually about what they think might help them to control their inappropriate behavior and still allow them to participate (e.g., promising to call on them immediately if they raise thir hands).

Help these children keep a written record of the number of times they raise their hands and the number of times they call out each day. Check the record with each child at the end of the day. Reward improvement and no-callout days.

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University of Texas Austin 78712

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PROBLEM: IMPROVING CLASS BEHAVIOR

Ms. Johnson is concerned because no matter how hard she tries to follow through with classroom behavior requirements, her students continue to talk, wiggle, and behave in ways that they know are not acceptable to her. Within one typical 10-minute morning segment, she wrote five names on the board for talking, after having warned them several times to stop; she sent one child to stand in the time-out corner for not staying in his seat; she warned one girl twice about giving answers to other students; and she threatened to send two boys to the office for running around the room.

Where to Look in the Manual

Planning Rules and Procedures: p. 33, C.3
p. 36, J

Consequences: pp. 57-66

Monitoring: p. 107, What to look for

Inappropriate Behavior: p. 114, When to ignore

Instructional Clarity: pp. 144-145, Illustrations
p. 147, 3a, 3b

Some Specific Suggestions

Monitor the class constantly, with the goal of anticipating and preventing misbehavior before it occurs.

Give no more than one warning before following through with the stated consequences.

Make sure that students have enough work to do, that they understand exactly what to do and can do it, and that they know what specific things they are to do after they finish their work.

Structure some class time for student movement and activity.

Whenever possible, statements about behavior should be work-related and positively stated: "You need to be working Problems 6 through 15. That involves no talking." "After I have checked your completed paper, you may go to the listening center." "If you are having problems with this assignment, raise your hand and I'll come to your desk."

Decide what minor inappropriate student behavior should be ignored.

Be sure that stated consequences are appropriate to the behavior and that you can and will carry them out consistently. Include positive consequences for appropriate behavior in your posted list of specific consequences.

Reward academic performance and other appropriate classroom behavior regularly. Rewards may include teacher attention and smiles, praise, stars or Happy Faces, treats, happy notes, privileges, etc.

Consider establishing a peer tutoring system that will allow faster students to help slower ones without creating classroom disturbances.

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PROBLEM: INTERRUPTIONS AND DISTRACTIONS

Ms. Martinez has things going pretty well until there is an unexpected interruption or distraction. Should someone come to the door and require several minutes of her attention when she is in the middle of a presentation, the children get talkative and active despite her reminders to wait quietly. A related problem arose when a child discovered a trail of ants from the trash can across the floor to the reading circle. The children were immediately distracted from their work, and when Ms. Martinez called the office, help was not immediately available. The students agreed to try to ignore the ants, but many continued to whisper about them, and an occasional student would get up to stomp the ants.

Where to Look in the Manual

Planning Rules and Procedures: p. 39, V.C
Potential Problems: p. 94, 1

Suggestions for Dealing with Interruptions and Distractions

Talk with your class about what they are to do if you are interrupted (e.g., read a book at their desks, finish leftover work, start a poem or picture, etc.). Provide the chance for them to practice this shortly after discussing it. Be specific in your response to their behavior (e.g., "James, Maria, and David remembered to find some work to do quietly just as we discussed. Thank you! Cheri and Richard got out of their desks to sharpen their pencils. This was not the time for that. Tables 1 and 3 were very quiet. That's great!").

If the interruption is likely to last several minutes, have the person wait while you give the class specific reminders or instructions about what to do.

Face the class and monitor even while you talk with the visitor.

When a distraction such as the ants incident arises, spend some time discussing it. If it seems worthwhile, take the trouble to find out more about it. The children might write a story about it and/or draw a picture of it.

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SUGGESTIONS FOR AFTER-CHRISTMAS ACTIVITIES

A. Reviewing rules, procedures, and physical arrangements.

1. Review your classroom rules and procedures. Use Prescription 2 and Checklist 2.1 to identify:
    a. Rules which are no longer enforced.
    b. Procedures that you would like to have running more smoothly.
    c. Areas which are in need of a procedure.
2. Choose new rules and procedures, as needed, to handle the areas you have identified. Use Prescription 3 to decide on consequences.
3. Decide whether changes in seating patterns or room arrangement would be helpful. Make the changes before students return after the holidays to emphasize a "new start." Use Prescription 1 to help plan any changes.

B. Planning for the first day.

1. Consider the first week after the holiday like the first week of the school year. The major goal is to establish desirable behavior: following rules and procedures, and doing assigned academic work successfully.
2. Set aside some time at the beginning of the first morning for children to share some of their Christmas experiences. Structure and/or limit discussion (e.g., have students choose one favorite thing to tell the class about). Include Christmas sharing in an art or writing activity during the day.
3. Plan activities to allow a little extra time to review old procedures and present new ones.
4. Choose activities with high success rates. Also, avoid activities which require complex procedures, extensive student movement, or which will leave students without direct supervision for more than a few minutes at a time. Remember, the goal of the first few days is to establish good behavior patterns for the rest of the year. This is more easily accomplished when students are working in a supervised, structured set of activities.

C. Activities During the First Week.

1. Review rules and major procedures early during the first morning. You might do some review before, and some after, the Christmas sharing activity.

2. If any new rules or major changes are being made, emphasize the "new start" and the change. Prescription 4 contains some guidelines for teaching rules and procedures.

3. Monitoring pupil behavior and handling inappropriate behavior promptly are crucial during this time. See Prescriptions 7 and 8 for suggestions.

4. Be sure that students begin the year by being accountable for their work and use of time. Monitor especially those students who developed poor work habits earlier in the year. Help them get off to a good start -- enforce deadlines and insist that they complete their work. Prescription 10 has specific suggestions for accomplishing this.

5. Generate some enthusiasm for the rest of the year. Tell students about some of the interesting things they will learn or neat activities they will get to do.

APPENDIX D

Narrative record guidelines and example narrative

GUIDELINES FOR WRITING CLASSROOM NARRATIVES

One of the most important data sources in the Classroom Management Improvement Study (CMIS) is the classroom narrative, a detailed record of events, time use, and behaviors in the classroom. While in the classroom, observers take narrative notes and record time intervals for Student Engagement Ratings (SERs), beginning and ending points of activities, and other specific classroom events. After the observation, an observer dictates a complete narrative, using the notes taken in class. Tape recorded narratives are transcribed by typists at the R&D Center to provide a permanent, easy to read, detailed account of each class observation.

General Criteria for Narratives

1. Narratives should be characterized by a balanced focus on teacher's behavior, individual students' behaviors, and behavior of the class as a whole.
2. A narratives should make clear where the teacher is and what s/he is doing during each activity segment.
3. A narrative should make clear what the majority of the class is doing during each activity segment.
4. Observers should record enough of the teacher's instructional statements and questions to give a reader an idea of instructional style, clarity, and organization.
5. Observers should record enough of the teacher's and students' verbal interactions (verbatim) to afford a fairly clear picture of the teacher's manner of interacting with students and of the classroom climate as a whole.

6. Narratives should provide answers to all relevant guideline questions covering each section of the teachers' manual for the study. (See Guideline Questions, attached.)
7. A narrative should afford an *objective* record of what took place in the class with the added, *identifiable* dimension of the observer's interpretations, background information, opinions, and subjective reactions. Subjective statements or opinions should be identified by bracketing or prefacing them in the narrative.
8. A good narrative combines enough *concrete details* with global or summary descriptions to enable the reader to picture the classroom, its events, and routines.

Noting Time Intervals

On the narrative record form, the two inches of space to the left of the numbered lines are to be used to note times as described below.

Noting beginning and ending times on pages. On the first line of the first page at the label "Start," the observer should note the time when the narrative begins. At the beginning of each new page, the time should also be noted. At the end of the last page at the label "Stop", the observer should note the time when the narrative was completed. (This should go on the last line even if the narrative doesn't fill up all of the lines on the page.)

Noting beginnings and ends of transitions, dead time, and interruptions. Whenever the observer is aware of a transition, dead time, or interruption of instruction in the class, he or she should note under the column labeled "Beg" the time when the interval started, and a *T* for transition, a *D* for dead time or an *I* for interruption. (For example, T-9:27.) The end time should be noted in the same way under "End." The line on which either time is noted should correspond to the narrative record where the event is being described.

Obviously, there is much observer judgement involved in determining when to start and stop timing transitions and dead time. These terms are defined in "Concepts and Terms Used in Observation," elsewhere in this manual. The observer should keep in mind, however, that there will be unclear situations. When these occur, note and describe in the narrative any circumstances which made it difficult to define the beginning and end times accurately, or which made it difficult to arbitrarily define an interval as a transition or dead time. Whenever in doubt, record times for events as you think appropriate, noting as many time points as might be useful, and discuss it with someone back at R&D.

Noting Student Engagement Ratings. Every time a Student Engagement Rating (SER) is completed, the number of the SER should be noted in the column headed "St.Eng." and the time noted under "Beg.". This will allow a researcher working with SERs to go back to the narrative to determine the context of a particular rating.

Other Time Points. In addition to time points listed above, any other time points or intervals that seem significant to the observer should be noted. Some examples are: time that the teacher is out of the room, extended contacts between the teacher and individual students or groups of students, shifts in topics other than those marked by transitions, time spent by the teacher at his/her desk, etc.

Floor Plans

As part of the narrative record, observers should find time to make a floorplan or map of the classroom showing the arrangement of furniture and use of space. Do not try to do this task at the beginning of class. Wait until students are engaged in seatwork and relatively little is going on. Turn in the floorplan with the narrative. Any time the room is rearranged after the first day, a new floorplan should be prepared.

Seating Charts

Make a seating chart with students' names as soon as you possibly can. It will be a lot of help to you as you try to identify students. Even before you know any students' names, draw a grid or other semblance of the seating arrangement. Then you can fill in students' names as you find them out. Turn in a copy of the seating chart with your narrative, but keep a copy for your own use as well. Use students' names as often as you can in your narrative.

GUIDELINE QUESTIONS FOR NARRATIVES

Classroom Management Improvement Study

In addition to meeting the criteria outlined in "Classroom Narratives," elementary classroom narratives should provide answers to all of the following questions, except those not applicable to a particular day's activities. Any questions not covered in the main body of the narrative should be discussed in supplementary comments.

Prescription 1 Readying the Classroom

1.1 What was the room arrangement? Attach a floorplan with student seating chart.

1.2 Describe the overall appearance or ambience of the room.

1.3 Did any problems arise that could be attributed to traffic patterns, student access to important areas of the room, or teacher's inability to see all student work areas from her station in the room?

1.4 Describe any aspect of room arrangement, contents, or decoration which appeared to distract students from their tasks or detract from the smooth functioning of the room.

1.5 Were there adequate numbers of desks, chairs, equipment, and supplies for the day's activities?

1.6 Describe storage areas for students' and teacher's supplies.

1.7 Did equipment used in the day's activities work well?

1.8 Describe nametags and fasteners used (first days only). Were there any problems related to them?

Prescription 2 - Planning Rules and Procedures

2.1 What procedures were in effect during the activities? Include cues, routines, planned policies for teacher contacts, use of classroom resources, etc.

2.2 For each procedure, describe its functioning: How well did it accomplish the purpose of getting routine activities accomplished efficiently?

2.3 Did the teacher seem to have a system for contacting students? If there was no apparent system, how would you describe his/her manner of selecting students for interactions?

2.4 What procedures were in effect regarding the use of materials? Include anything about getting it out, using it in an activity, and putting it up.

2.5 Did any problems arise that could be attributed to inadequate procedures or guidelines for use of pencil sharpener, fountain, bathroom, centers, supply areas, or other areas of the room? Describe.

2.6 What rules or reminders of procedures were posted in the room?

2.7 What rules were cited by the teacher or overtly enforced?

2.8 What morning and end-of-day routines or rituals (warmups and wind-downs) were used?

Prescription 3 - Consequences

3.1 How did the teacher reward students for appropriate behavior?

3.2 What punishments or deterents did the teacher use or discuss?

3.3 Was the teacher consistent in use of the reward/deterent system?

3.4 What were students' reactions to rewards and penalties given during the class? Were deterents effective in changing inappropriate behavior?

3.5 Did the rewards and deterents used seem to be reasonable and appropriate in terms of teacher effort and in relation to magnitude and nature of rule violations?

Prescription 4 - Teaching Rules and Procedures

4.1 What rules were established for the first time?

a. How did the teacher introduce and explain the rule(s) to the students? Be specific in describing what she or he said.

b. After introducing the rule(s), what did the teacher do? Was there a discussion or other student involvement?

c. How well were rule(s) followed that day? When someone did nor did not follow a rule, what did the teacher do?

4.2 What procedures were established for the first time?

- a. How did the teacher introduce or explain procedures to the students? Describe what was said or done.
- b. What cues or signals were presented? Were they demonstrated or practiced?
- c. After explaining a procedure, what did the teacher do? Was there involvement of the students in discussion or rehearsal of it?
- d. How well were procedures followed? What kind of feedback did the teacher provide?

4.3 Were procedures and rules established as the result of problems or were they presented as a matter of course before any problems arose?

4.4 Were procedures and rules presented in a reasonable sequence (Were procedures presented as they were needed? Were students bombarded with unnecessary information the first day?)?

4.5 Were the consequences of not following specific rules or procedures discussed?

4.6 Did the teacher remind the students about any rules or procedures, and/or re-explain any? What happened before this reminder or re-explanation?

Prescription 5 - Beginning of School Activities

5.1 How did the teacher introduce himself or herself to the class for the first time?

5.2 How were students introduced to one another for the first time? How did the students react to this?

5.3 What was the format of all class activities: whole group, small group, or individualized?

5.4 Were the day's activities easy enough for all students to feel successful and involved? Describe students' reactions to activities.

5.5 Was adequate time allotted for teaching of rules and procedures necessary for the day's activities?

5.6 Were materials and supplies ready to use at the beginning of activities? Were adequate numbers of materials and supplies prepared?

5.7 Was there any dead time for the class as a whole? Did the teacher have enough activities planned? Describe any instances of dead time.

Prescription 6 - Strategies for Potential Problems

6.1 What interrupted the flow of activity and/or required the teacher's attention unexpectedly? Be very specific and describe any factors which were outside the teacher's control. Specify source as internal or external to classroom.

6.2 For each of the interruptions, describe the teacher's response.

6.3 What was the result of the teacher's response for the majority of the class? What did students do while the teacher was dealing with the interruption?

6.4 Describe any other constraints the teacher had to deal with: environmental factors such as heat, noise from outside the room, a student with an unusual handicap, etc.

6.5 What beginning-of-the-year paperwork was handled in class? What were the students doing when the teacher was involved with clerical duties?

6.6 What did the teacher do with late-arriving students or new students after the first day?

6.7 Did the teacher give the class any instructions beforehand about what to do when interruptions (from visitors) occurred? What were the instructions?

6.8 If a student (or students) was disruptive, overtly uncooperative or unmanageable, describe the event or confrontation in detail. What did the teacher say and do? What were antecedent and resulting events?

Prescription 7 - Monitoring

7.1 In general, how aware was this teacher of everything going on in the class?

7.2 Did the teacher have a clear view of all students from the teacher's usual work stations?

7.3 Did the teacher ever leave the room? How often and for how long?

7.4 What violations of already established rules or procedures occurred that were not responded to by the teacher? That were not observed by the teacher?

7.5 What other behaviors occurred which were not responded to by the teacher but which struck you as inappropriate for the classroom?

7.6 How did the students indicate that they needed help? How efficient was the teacher at spotting students who needed help, remembering them, and responding?

7.7 Did the teacher seem to be monitoring the rest of the class when working with a small group or individual? How?

Prescription 8 - Stopping Inappropriate Behavior

8.1 Was the teacher consistent in his or her response to misbehavior? Did the teacher stop the behavior quickly?

8.2 What were the teacher's responses to unsanctioned behavior? Describe the use of any of the following:

a. ignoring
b. eye contact, stern looks, calling a student's name
c. ordering student to stop the misbehavior
d. signals appropriate behavior
e. expresses feelings about misbehavior
f. questions student to gain information about misbehavior
g. isolates, separates
h. punishes in some way
i. criticizes, demeans student

8.3 If the teacher ignored some inappropriate behavior was there an apparent reason or pattern? What was it? Describe apparent results of the teacher's ignoring.

Prescription 9 - Organizing Instruction

9.1 When the use and/or effect of materials fell short of the ideal, what factor(s) contributed to the problem? Please be very specific, and indicate what factors mentioned were beyond the teacher's control.

9.2 What evidence was there that instruction was or was not at appropriate levels for all students in the class?

9.3 What did the teacher do to accomodate needs of the slowest or fastest students in the class?

9.4 What did students do if they finished their class assignments early?

9.5 Describe any use of centers or stations. Include any instructions for their use given by the teacher.

9.6 What were rules and procedures for use of a center or station? Are they posted? Were rules and procedures followed?

9.7 During class discussions or recitations what portion of the students were actively participating? What did the teacher do to assure full participation?

Use of Small Groups

9.8 Describe the seating of the students in the small group, the teacher and the out-of-group students with respect to each other.

9.9 Did the teacher leave the small group to deal with something in the rest of the room? What did the students in the group do when this occurred?

9.10 When the teacher interrupted himself or herself to deal with something out-of-group, what were the reasons?

9.11 What happened if out-of-group students needed help while the teacher was with the small group? If they were delayed, how long was it before they got help?

9.12 What did the teacher do when students approached him or her while teaching the small group? Was there a consistent response?

9.13 What were the teacher's instructions to the class (and/or the policy in force) regarding student behavior in the group, out of the group, and in transition from group to group? Were instruction/policy clear? Were they followed?

Use of Individualized Programs (SRA, Skill Box, Contracts)

9.14 Did the teacher decide exactly what students would do for individual work, or was there student choice of assignments?

9.15 If student choice, describe what happened.

9.16 If the teacher had decided, how did the students know what they were supposed to do?

Prescription 10 - Student Accountability

10.1 For each activity engaged in by the students, was there a product or assignment that reflected what the student had done during the time? Describe.

10.2 Describe the system used for turning in work. What did students do with their work when they finished it?

10.3 If there was not an assignment turned in, how did the teacher find out what the student had done during that period of time?

CMIS

NARRATIVE

Teacher #___ School #____ Observer #____ Date____________ AM PM

# of Students_______ Grade____ Page____ of ____

START:

BEG	END	ST. ENG	
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP:

10.4 Cite any evidence you can about the quality or quantity of feedback from the teacher about academics: Were any graded papers returned? Were they discussed? What positive reinforcement was used for good work?

10.5 What was the teacher's response to students who did not complete or did not hand in assignments? To what degree did the teacher emphasize the importance of completing assignments, on time and correctly? Describe what the teacher said or did.

10.6 What evidence was there that students did or did not understand instructions for assignments?

10.7 How did the teacher introduce, explain, or otherwise communicate assignments to the class?

Prescription 11 - Instructional Clarity

11.1 Did the teacher use vocabulary, speaking style, and pace that facilitated students' understanding? What evidence was there that instruction was or was not clear to the students?

11.2 What visual reinforcement was provided during teacher presentations? Was it adequate?

11.3 Describe (quoting where appropriate) any aspect of the teacher's instruction or verbal expression which contributed to poor clarity in this lesson.

11.4 How well did the teacher monitor to see that students were complying with instructions while and immediately after they were given?

11.5 How did the teacher indicate the end of an activity and the need for a transition?

11.6 How much advance notice was given to the students so that they could start to finish up their work and put away materials?

Procedures for Dictating Narrative Records

1. Begin every side of every tape with:

   This is side ___ of tape ___ of teacher number ___
   at school ___ by observer ___ on ___________(date)
   in the ___ (am or pm). There are ___ students
   present.

2. In dictating your narrative, when you come to a line where transition times, dead times, or student engagement times were noted, say:

   Beginning of transition time: 10:35
   Student engagement rating 3 at 11:05
   End of dead time: 10:00
   etc.

   This way, the typist will note the times at the appropriate place on the narrative.

3. After dictating the narrative, LOOK AT THE NARRATIVE OUTLINE, AND MAKE SURE THAT ALL APPLICABLE QUESTIONS ARE ADDRESSED IN YOUR NARRATIVE.

4. End the narrative by saying:

   End of dictation of narrative for...(and repeat ID information)

   Check to be sure tape was recorded and is understandable.

5. Place the finished tape back in its case, and give it to Betty so she can list it for future reference. Note on the outside of the tape the relevant ID information.

6. Turn in your rough notes to the file in the Pit, along with the other forms.

This narrative excerpt includes an illustration of
a presentation of rules and procedures in a first grade classroom.

ESP

NARRATIVE

Teacher # 06 School # 02 Observer # 07 # Students Present 13

Date 8-29-79 [✓ AM] PM

Page 1 of 34

START: 7:35

BEG	END	ST.ENG	
7:35			1. There were three students in the room when I arrived at 7:35, and
8:00			2. students had arrived at 8:00 when I started my narrative. One of
			3. three students in the room when I arrived, Timothy, was crying sof
			4. but determinedly to himself. The teacher was more or less not pa
			5. any attention to him. As the students came in with their parents
			6. were introduced to the teacher and so on. the teacher took them up
			7. the blackboard where she had round nametags on strings to hang aro
			8. their necks. Each child was given the opportunity to pick out his
			9. tag on his own. All of them were able to recognize their own names
			10. There were two dittos at each place, a butterfly and a blank sheet
			11. paper; and the children were instructed to color the butterfly
			12. their family or things around the room or, more or less, anything t
			13. wanted to on the blank sheet of paper. Timothy was persuaded to st
			14 crying by the teacher and another woman who came in and fussed over
			15. a little bit. Well, he had a big, open sore on his knee. I don't
			16. if he was crying because of that or because he was not happy about
			17. at school. But, anyhow, the fussing over the sore and rolling up h
			18. pants' leg so it wouldn't rub on the sore made him stop crying. Wh
8:00			19. class starts at 8:00, all the children are coloring or drawing at t
			20. seats; and the teacher is circulating, talking quietly to the stude
8:08		1	21. Michael knocked his chair over, which the teacher ignored. At 8:08,
			22. Marie is putting her colors away. She appears to be bored. She's
			23. all her coloring; though, she hasn't drawn anything on her blank sh
8:09			24. At 8:09, the teacher goes over to the light switch and shuts of[illegible]h
			25. lights. She asks the students if they know what that means. Sever

STOP:

ESP

NARRATIVE

Teacher # 06 School # 02 Observer # 07 # Students Present 13

Date 8-29-79 [✓ AM] PM

Page 2 of 34

START:
BEG END ST.ENG

students volunteer various things. Junior says it means to stop w
you're doing. The teacher says, "Yes, and turn around and look at
And, then, she says, "We need to practice this some": and she does
again. The students all turn around and look at her. The teacher
"That's good." The teacher says, 'That's good. Everybody turned a
so quickly; I think everybody already knows it. Let's do it one mo
time." They do it one more time. She has them go back to what the
doing. Then, she turns the lights off again; and everybody springs
around and looks at her; and she says, "Very good. I couldn't even
8:12 catch anybody with their head turned around or with anything in the
hands." She takes up her roll book and does roll call. She tells
kids to say "here" if they're here. Michael is the first one whose
name she calls, and he gets up out of his seat and starts trying to
over towards her, and she waves him back to his seat, and he gets u
again, and she waves him back to his seat, and finally she persuade
that he's supposed to stay there and not come to her. Some of the
Edward and Mary especially, are still coloring; although, the teach
has told them while she was talking about what they should do when
turns off the lights and gets their attention that they should keep
eyes on her. As each child says, "Here," she says, "Good." And, s
8:14 smiles and looks at the kid. When roll call is over, the teacher g
up to the blackboard by the hall and says, "What have we been doing
far?" The children all respond, chorally, "Coloring," "Drawing."
teacher says, "Yes, that's right; and we're going to learn two word
already." She already has the words "color" and "draw" written on

STOP:

ESP

NARRATIVE

Teacher # 06 School # 02 Observer # 07 # Students Present 13

Date 8-29-79 AM PM

Page 3 of 34

START:

BEG	END	ST.ENG	
			blackboard. She has the students look at the words and read the
			they can. Several kids apparently can read the words. Next, the
			teacher asks the kids if they know her name. Apparently, none of
			them do; so she tells them her name and has them practice pronounc
			it several times. It's a fairly difficult name, and this is more
			less a formality since the rest of the day, the kids all call her
8:16			"teacher." At 8:16, after they've practiced her name, the teacher
			"I'm really excited about today, because we're going to learn so
			things. We're going to learn to read and write, and we're going t
			a lot of fun, but we're going to have to have some rules." Everyb
			is paying attention. She says, "I need everybody's eyes on me
			papers down," which didn't really seem to apply since everyone was
			looking at her, except for Michael. Michael wasn't. She has a ch
			She's standing by the chart with the class rules on it. The class
			rules are: "1) Don't hurt yourself; 2) Don't hurt others; and 3)
			hurt things." She points to the first rule and says, "Can you giv
			me examples of rules that mean don't hurt yourself." Edward says,
8:19			your hands to yourself." Junior and Michael both volunteer other
			that apply to not hurting yourself. She asks the students to give
			examples for the next rule; and then finally on the third rule, "D
			hurt things," she asks for examples; and one of the students volun
			"Don't hurt books"; and she says when getting onto books, "What sh
			we do in books?" She looks around the room and looks at Timothy a
			says, "What shouldn't we do in books?" and she's gesturing in
			writing. She says, "Timothy." Timothy says, "Don't write in book

STOP:

ESP

NARRATIVE

Teacher # 06 School # 02 Observer # 07 # Students Present 13

Date 8-29-79 [✓ AM] PM

Page 4 of 34

START:

BEG	END	ST.ENG	
			The examples by the students were good. I think that's probably b
			they've been in kindergarten; and apparently all of these kids hav
			in kindergarten and know the rules and know lots of good examples
			what you don't do to obey the rules. John says, "Don't color on t
			wall." The teacher reviews the rules, goes back over them, names
			one, gives examples (the students' examples) back to them, and say
T--8:22			"If we follow these rules, we'll have a lot of fun." At 8:22, Sar
			arrives with her parents. The female who accompanies her into the
			room (her mother?), I can hear her say, "Yes, she's very pretty";
	T--8:23	2	the adults leave. The teacher then goes back over the rules for S
			and also, I think, for the class, another review. John says whil
			teacher is reviewing the rules "Don't hit nobody [sic]." The tea
			repeats his double negative. She says, "Yes, don't hit nobody [si
			and sort of grins at John. She doesn't say anything about his dou
8:26			negative. At 8:26, the teacher repeats the instructions for seat
			which is to draw after finishing coloring yourself and your family
			one side of the blank sheet and draw things around the room or wha
			you want to draw on the back. Then, she interrupts herself to say
			"One more rule I forgot to tell you, be quiet so others can learn.
			She expounds on this a little bit. When she's through, Edward, af
			raising his hand, says, "Don't throw food." The students are colo
			or drawing at their seats. Some of them are getting a little itc
			Most of them have actually finished this exercise. They're not ex
			in dead time but are drawing a little bit and looking around a lit
			bit and then drawing a little more and looking around a little mor

STOP:

ESP

NARRATIVE

Teacher # 06 School # 02 Observer # 07 # Students Present 13

Date 8-29-79 AM PM

Page 5 of 34

START:

BEG END ST.ENG

sort of thing. Michael comes up to the teacher, and she sends hi-
to his seat and admonishes the class to stay in their seats and ra
8:28 their hands when they need her. So, all the kids are working at th
seats: and the teacher goes and squats between Junior and Marie Ant
ette, helps them with their seat work. She tends to touch the kids
a lot when she helps them individually, pats them on the back or to
their arm or occasionally touches a head in passing. She's walkin
I--8:30 around and looking at the students' work. At 8:30, a woman comes i
asks the teacher how everything is going; and they have a brief dis
I--8:30 cussion between themselves. The students are continuing to work or
fidget or fool around at their seats. The teacher goes to talk
8:31 James and Eva briefly. At 8:31, the teacher gets some books from h
desk and walks over to Michael, who is clearly finished and is fidg
Junior and Timothy are also not coloring anymore, just sort of gazi
around. The teacher notices that the kids, many of them, aren't do
8:32 anything; and she says, "When you get through, I'll come around and
a happy face on your paper." Junior tells her that he's through.
doesn't hold up his hand. He just says, "I'm through"; and she say
"But, I need something on your paper . . ." Apparently, Junior has
8:34 actually finished. At this point, at 8:34, Timothy is beginning to
noises. He's sort of squeaking, sounds preliminary to crying. It'
hard to tell what he's up to. The teacher ignores Timothy's noises
She says, "Put your hands up if you're through." Eva, Mary, John,
Marie Antoinette are through. She gives John a book, then Ma
Junior and Eva after she has approved their drawing and stamped a h

STOP:

room description in a fourth grade classroom.

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 8-29-79 [✓ AM] PM

Page 1 of 56

START: 7:30

BEG END ST.ENG

The room arrangement is described on the accompanying chart. Basica
the teacher's desk is at the side of the room; and all of the studen
are either sideways to or facing the front chalkboard. It's a rathe
unusual arrangement, and the desks are actually pretty close togethe
in the center of the room causing a few [illegible]ial patterns. On the
front chalkboard, there is the teacher's name, the grade, and the da
Also, there is a schedule for Monday and Wednesday. From 10:40 to 11:
they have music. From 12:40 to 1:10, they have lunch. On Tuesday a
Thursday, they have P.E. from 10:35 to 11:05; and on Friday, they ha
music from 10:55 to 11:25. She has a list of subjects with several
things underlined which are including English, handwriting, reading,
and spelling. She also has a sheet of poster paper with a sample he
on it. On the side bulletin board, it says, "Reading Jogs Your Min
"Reading is the key." This is described later on in more detail. A
7:40 7:40, a girl comes in. The teacher tells her to find a place that
her. She says that some of the desks are bigger than others; and th
teacher compliments the girl by saying, "What a pretty dress!" The
girl, whose name is Amy, picks out a desk to sit at. A boy then com
in asking the teacher how many students she's going to have this year
She says she doesn't really know yet. Then, she goes over to him an
puts her arm around him and tells him that, "It would make me feel
7:40 if you would go outside until the bell rings." At this time, a moth
comes in with her son named Damon. She gives the teacher her teleph
number at work, etc. Damon puts his stuff in his desk, and the teac
returns to the chalkboard where she's still writing on the board.

STOP:

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 8-29-79 [✓ AM] PM Page 2 of 56

START:

BEG END ST.ENG

gets up and leaves the room. Damon has also left the room but comes
back in. The teacher puts her arm around him, leads him out, and as
him if he's new to ____ (School name). Evidently, she's telling hi
that he should be out on the playground until the bell rings. Anot
mother comes in with some students. The teacher puts her arm aroun
this girl, Timitria, and asks her where she went to school last year.
She says that she went to ____ (Name of a school). The mother giv
the girl her lunch money. Evidently, she doesn't have any purse or
place to put it; so the teacher goes over to her desk and gets an e
velop for Timitria to put her lunch money in. She gives it to the
girl who then puts it in her desk. Then, she talks very quietl
7:46 her. At 7:46, the teacher leaves the room to go put her lunch in t
refrigerator. The bulletin boards say, "Reading Jogs Your Mind"; a
it has a picture of a bunny rabbit jogger; and some books are attache
to the bulletin board. The other one says, "Reading is the key th
unlocks doors to: Knowledge, Adventure, Pleasure." By each of
these three things, Knowledge, Adventure, and Pleasure, there is a
particular book that is relevant to those topics. The bulletin bo
are made with yellow background and orange trim. Above the front c
board, there are cursive letters on placards. There's a United St
map posted at the front right. There are also a number of Peanuts
cartoons and store-bought posters around the room and a very huge,
7:49 bought cat on the cabinets at the side of the room. On the back t
table, there are a number of nature magazines and a few paperb
On the extra desks that are pushed together at the back of the roo

STOP:

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 8-29-79 [✓ AM] PM Page 3 of 56

START:

BEG END ST.ENG

there are stacks of spelling books, math books, and English books.
also a stack of book covers. There's a flag at the front side of
room by the door. On three of the cabinets at the side of the roo
one of them says "Teacher's." Another of them says, "Boy's"; and an
one says, "Girls." There are a number of plants around the room.
an easle at the front of the room, there is a large pad which has
a bit of writing on it; but it's fairly small handwriting; and it c
7:51 be read from the back of the room. At 7:51, a boy comes in. He sa
that his name is John Bailey. The teacher tells him that she has
his mother before. She tells him to find a desk, and he does. He
appears to be the class brain. He's dressed in typical child shor
t-shirt, but he has on a gold neck chain and glasses and seems to
a very studious type of person. Perry then comes in. The teacher
says that she missed his name on her list and did not put his name
the outside bulletin board where she has listed all of the students
her class. She gets an extra copy of the items that were on the ou
side bulletin boards and takes one out and puts his name up. John
talking to himself now as he puts things away. The teacher asks Jo
and Perry to go outside. She reminds them that since they've been
before, they should remember that this is what they're supposed to
She says that Dimetre is staying in the room, because this is her
year at _____ (School name). A girl walks in with her mother, then
The teacher says, "This must be Joanna." Joanna finds a seat to s
while the teacher talks a little bit with her mother. The teacher
John and Perry where they're supposed to put their lunches, in the

STOP:

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 9-20-79 AM PM

Page 4 of 56

START:

BEG END ST.ENG

7:56

closer at the side of the room. Perry gives the teacher some sor
letter or form; and then the teacher says, "Now, if you'll just go
outside and wait for the bell to ring, it will make me feel a lot
At 7:56, the teacher tells a couple of students still in the r
that she wants to see if they know how to come into class right wh
the bell rings, and she kind of sends them out. The teacher then
over to her desk and puts on her nametag. On the desks are cards
stickers and yarn, and evidently the students are going to be maki
their own nametags. Karen comes in. The teacher looks on the bul
board outside the room to see if her name is up there. The teache
her arm around Karen and chats with her as she comes in. Then
boy named Jesse comes in. The teacher asks him, "Can I help you?"
Jesse says, "No"; and the teacher asks him what his name is; and w
he says it's Jesse, she says that she doesn't think that she has a
by that name in here; so together they go out to find out if his n
is on the bulletin board. Evidently, it's not, because he does no
come back in. Jeff Carroll comes in at this point with his mom.
teacher tells him to choose a desk. Several more students come in
including Brett Townsend. Brett's mother tells the teacher that s
is willing to be a homeroom mother this year, that she had done it
her other son's room last year and that it's this son's turn this
The teacher goes over to her desk and writes down her name. The t
goes over to the poster at the front of the room and reads the in
tion that is on it to the few students who are still in the ro
heading is, "Can you follow directions?" The teacher reads throu

STOP:

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 9-20-79 [✓ AM] PM

Page 5 of 56

START:

BEG	END	ST.ENG		
			1.	directions step by step. Evidently, she has written the directions
			2.	how to make the nametags as part of this "Can you follow directic
			3.	The first one is to come into the room quietly, but the third one
			4.	a little bit more of the details on how to make the nametag. More
			5.	students start coming in. Evidently, these are the ones who have
			6.	into the room previously and the teacher sent out to the playground
T--8:02			7.	Students chat quietly at their desks. At 8:02, there has been no
			8.	The teacher points to the pencil sharpener and tells some students
	T--8:03		9.	they can sharpen their pencil. At 8:03, the teacher tells the clas
			10.	she wants their nametags to have five things listed on there, thin
			11.	that they like. She tells the students that they may go ahead and
			12.	their nametags following the directions. A number of students line
8:04			13.	to sharpen their pencils. At 8:04, the teacher has a handful of ma
			14.	that she's carrying around. She holds them up and says, "Does any
			15.	need a marker?" John has his hand raised, and the teacher leans d
			16.	and talks with him and answers his questions. Then, she hands out
			17.	markers to students telling them to be sure and give them back to he
			18.	when they're through with them. The teacher sees a new girl come
			19.	asks her what her name is. She says her name is Christie. Student
			20.	working quietly at their desks, now. The teacher goes around telli
			21.	individual students exactly what she wants them to do making the na
			22.	tags. Basically, she wants them to put their name in big letters
			23.	then list five things that they like or five things that describe
			24.	thing about them. And, then they're supposed to stick the sticker
			25.	at some point, make two holes in the top, and thread the yarn thro

STOP:

ESP

NARRATIVE

Teacher # 03 School # 01 Observer # 02 # Students Present 24

Date 9-20-79 AM PM

Page 6 of 56

START:

BEG	END	ST.ENG	
			tie a knot, put it around their necks. She repeats to the students
			she wants five words that tell her something about the student and
			it on the nametag. She says that that can be something they like c
			something they don't like. She gives two examples, sports and plan
8:06		1	The teacher counts the students as she walks around. At 8:06, the
			dents are working on their nametags. The teacher then starts to ca
			the roll. A mother and a student come in; and the teacher says, "E
			me, boys and girls." She points out the closet where the little g
			can put her lunch box. Chris comes in and puts his lunch box in the
			closet and takes a seat. The teacher is chatting with the mother.
			dents are chatting quietly at their seats while making their na a
8:11			The teacher is not in the room at this point. At 8:11, the teacher
			comes in and starts repeating the instructions. She says that most
			them haven't had a chance to read cursive all summer, and so she'll
			read the instructions to them this time. The teacher reads number
			which is for all the students to come in quietly and get seated. N
			two says that lunch boxes should be placed in the closet, and the te
			points to where the closet is. Three girls get up immediately to
8:12			put their lunch boxes away. The teacher asks Amy when she has her
			raised if she has a question. Amy says something about her lunch
			and the teacher says just a minute, she'll take care of it. The
			goes on giving the instructions for number three which is for the
			tags. She tells the students to be sure and make their name big e
			so that she can see it from across the room. She says that som
			she forgets to wear her glasses, and so she won't be able to see it

STOP:

ESP

This narrative excerpt includes an illustration of a
description of an academic activity in a fourth grade classroom.

NARRATIVE

Teacher # 09 School # 02 Observer # 11 # Students Present 15

Date [illegible] AM PM Page 33 of 55

START:

BEG END ST.ENG

trays. The teacher has not taken care of this at all. Students wa
a lot of time going back and forth to the tote trays. Some student
T--11:24 have jumped up repeatedly during every activity.] The students ree
loudly from recess at 11:24. They rush for the fountain. Three ge
to the fountain before the teacher enters. When the teacher does e
she says, "The first table seated and quiet may get drinks." Every
rushes for their seats except Monica, who was approaching the founta
when the teacher started to talk. Monica nonchalantly continues ge
a drink, and she sits down. The teacher ignores her. The teacher
the students get drinks by tables. Monica is at a table by herself.
The teacher watches as Edgar's table gets a drink. She says, "Hurr
Edgar" as he drinks and drinks and drinks. Obviously, he's trying t
take as much time as he can. The teacher, when he finally stops, sa
"You ought to be full." Then, she lets Paul and Lisa go last. Pau
T--11:27 still talks. The teacher says, "Okay, all eyes on me." She holds
her name sign that she made as an art project. It has been on her d
Her manner and voice is quiet and unenthusiastic. Several students
their hands when she asks questions. "What is this?" Paul is one o
them who raises their hand; and she says, "I'm not going to call on
Paul; I told you before school." Someone she calls on says that it'
her name. The teacher says, "Yes"; and she folds it and shows how t
nameplate, which looks something like a large crayfish, is her name
the mirror image of her name put together with a few additional line
make it look like some sort of insect or crayfish. She says, "Every
get out a piece of scratch paper." At this command, over half the c

STOP:

ESP

NARRATIVE

Teacher # 09 School # 02 Observer # 11 # Students Present 15

Date 8-29-79 AM PM Page 34 of 55

START:

BEG	END	ST.ENG	
T--11:28			1. converges on the tote trays at once. The teacher says, "If you nee
			2. it out of your tote trays, please go quietly." The students ignore
			3. but they are not too loud. Some sharpen their pencils. Afterwards,
			4. teacher says, "That was pretty good getting things out of the tote t
11:29	T--11:29	11	5. I think we could be a little quieter, though." She says, "How many
			6. you have your paper folded like Paul's?" and here she holds up Paul'
			7. paper which is folded longways. She is standing in front of the boa
			8. She begins to give instructions. She talks rapidly. The students
			9. listen except for Jerry and Tina, who are off-task and talking. The
-11:31			10. teacher ignores them. A lady comes to the door. The teacher says,
			11. "Excuse me a minute." Students wait quietly. Edgar plays with
			12. tokens at his table. He is kneeling in his chair. Four students
T--11:32	D,I--11:32		13. whisper. The teacher comes back and says, "Okay, are there any ques
			14. tions?" She says, "You can get started. You might use your first n
			15. if you want. Write it and then make it double sided so that you can
			16. cut it out. [The teacher has drawn an example on the board.] There
			17. is a question from Deana. The teacher goes over to her. Deana's qu
			18. tion apparently shows that she doesn't know what's going on. The
			19. teacher stops and repeats the instructions to the whole class about
11:34			20. what to do. The teacher holds up a folded sheet of paper. Then, sh
			21. goes back to her desk and gets the name that she did earlier. She e
			22. plains some more how the bottom of the letters in the name should be
	T--11:35		23. at or on the fold. The students are interested, but the observer
			24. not think they understand. Tina and Jerry talk off-task. Anne
			25. for help. Edgar is out of his seat. He goes to the teacher by Ann

STOP:

ESP

NARRATIVE

Teacher # 09 School # 02 Observer # 11 # Students Present 15

Date 9-20-79 AM PM Page 35 of 55

START:

BEG END ST.ENG

1. Tina and Jerry are off-task and lost. They start work once in a whi
2. but they have no idea how to do it. The teacher ignores them. Moni
3. even has her hand up for help. Deana is cutting out something alrea
11:36 4. It looks like she's just cutting the holes off of her paper. At 11:
5. the teacher says, "Raise your hand if you have scissors today." Onl
6. four students raise their hand. She says, "If you have them, please
7. get them. The others of us will have to share." There is quiet tal
8. as Tina and Brian get stuff from the tote trays. Annette and Kennet
9. hassle over a pair of scissors the teacher has given them. Diana an
11:39 10. Paul call out. Annette goes up to the teacher and complains, "He w
11. give me the scissors." She points to Kenneth. The teacher goes ov
12. to Kenneth and says, "I gave them to her. You can have them after h
13. Ken gives the scissors back. There's lots of talk. Diana and Paul
14. call out, "Mrs. ____ (Teacher's name)" again several times. Kenneth
15. and Jerry, at different tables, trade punches. Then, they subside.
16. teacher does not see them. There are more hands and talk and calls
17. "Miss." The teacher ignores the calls of "Miss." She helps indivi
18. Right now, she is helping Brian. Jerry makes no effort to do anyth
11:44 12 19. Tina makes some effort. Later, Paul stands, holds up the name he h
20. cut out. Tina laughs loudly. She says, "Look at Paul's." She rep
21. this. Paul proudly holds up his creation. He is standing up. The
22. teacher motions for him to sit back down. She says, "Let's stay in
23. seat." The teacher goes over to Gloria to help. Edgar gets up and
24. over to Paul on the other side of the room. Then, he walks around.
25. There's lots of idle conversation in the room about sisters and wat

STOP:

ESP

NARRATIVE

Teacher # 09 School # 02 Observer # 11 # Students Present 15

Date 9-20-79 AM PM

Page 36 of 55

START:

BEG	END	ST.ENG	
			1. "The Incredible Hulk" on television. Three students are gizzling.
11:46			2. Everyone is talking. Paul and Edgar and Monica and Diana stand. Th
			3. teacher ignores them. The teacher is cutting out Carlos' name for h
			4. The teacher seems tense, but her expectations for talk right now are
			5. not clear. She says, "There sure are a lot of people out of their
			6. seats." [At this point, there were three people out.] These three st
			7. dents sit down. The teacher cuts out Kenneth's name while Annette ar
			8. Tina continue to talk. Deana still is out of her seat. Edgar holds
			9. up his hand and talks loudly. Paul loudly says, "Miss ____ (wrong
			10. name), I made another one." The teacher ignores him. [Observer not
			11. that students don't know this teacher's name. She did not bother
			12. teach them the proper pronunciation of her name, which is not Turner.]
			13. The teacher says aloud, "Now, save this, because you're going to use
			14. to do it again. You're going to draw around it. Students seem to t
			15. little notice of this announcement. They continue to talk. Annette
			16. talks about doing another one, doing her last name, because she does
			17. like the way her first name came out. She says it doesn't look like
			18. bug like the teacher's. She tells Jerry, "You should do your last n
11:54			19. Jerry." [Jerry isn't doing anything.] Annette cuts out Jerry's name
			20. him. A lot of students are idle, having finished the notebook pape
			21. cutouts of their name. Two students ask the teacher what to do next
			22. The teacher puts them off saying, "We'll all do this together." At
11:55			23. 11:55, the observer can only see four students who are quietly cutti
			24. writing. The other ones are talking and/or waiting for something
			25. happen. The teacher begins to pass out green construction paper. S

STOP:

APPENDIX E

Student Engagement Rating (SER) observer guidelines

GUIDELINES FOR USING THE STUDENT ENGAGEMENT RATINGS

At 15 minute intervals, the observer should complete a Student Engagement Rating. This consists of (1) five kinds of information about the classroom context at that time, (2) the number of students who can be classified in each of eight different categories of engagement, and (3) a rating of student success. The observer should complete the first rating within the first 15 minutes, and then maintain a 15-minute interval between all subsequent ratings.

Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should code the format of the classroom, the number of adults instructing or supervising students, the subject matter on which the teacher was focusing, the subject matter on which most of the students were focusing, and the number of students in the class at the time the rating was taken.

Classroom Format. There are 12 categories available to describe the format of the classroom. The first eight of these categories describe ways in which the teacher may organize the class for instruction. Basically, the eight categories represent combinations of the following two variables:

-- The focus of the teacher's attention; that is, to which part of the class s/he is directing his/her attention and whether s/he is actively teaching something or simply monitoring the students' progress on independent work.

-- The focus of the students' attention at the time; that is, whether everyone in the group is paying attention to a single stimulus, or whether each student is attending to something individually at his or her desk. In the case of individual assignments, it is important to note whether the students are working on the same assignment or whether they have different assignments.

Classroom Formats 1 and 2 are similar in that they both have the teacher focusing his/her attention on the entire class at once by teaching something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. The difference between Formats 1 and 2 is their content -- whether academic or procedural.

1. Teacher presentation to whole class, academic in nature. In order to be classified in this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a science demonstration; teacher reading aloud a story to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid, such as overhead projector, film, or television, to which the students are expected to attend; presenting assignments to the entire class; and checking work with the entire class. If four or fewer students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

2. Teacher presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description given above, and the topic must be classroom routines, procedures, rules, or behavior. This format is used frequently in the first few weeks of school. Examples of it might be describing to the entire class the way that they are to wear their name tags during the week, how they are to care for their books, how they are to enter the room in the morning, sharpen their pencils, go to the bathroom and get water, how they are to hand in their work each day, how they are to make transitions in the room or line up to leave the room, and presentation of an attention-getting signal to the entire class with an explanation of what it means.

Format categories 3, 4, and 5 are similar in that the teacher's attention is being focused on a subgroup (usually a small one), while other students in the class are working on independent assignments. The students who are not with the teacher are called "out-of-group" students. The differences between Formats 3, 4, and 5 have to do with whether or not these out-of-group students are working on same or different tasks.

3. Teacher presentation to a small group with others in class working independently. All out-of-group students are on same task. This means that every out-of-group student is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A

typical example is for the teacher to be having a reading lesson with a small group, while everyone else in the class is supposed to be completing the same ditto sheet.

4. Teacher presentation to small group with others in class working independently. Out-of-group students are on more than one task, but all of their assignments are within the same content area. A typical example of this is the teacher working with a reading group, while other students in the class are also engaged in reading activities. Half of these out-of-group students are supposed to be working with SRA materials, while the other half are supposed to be working on reading worksheets.

5. Teacher presentation to small group with others in class working independently. Out-of-gorup students are on more than one task in more than one subject matter area. A typical example of this is the teacher working with a small group and listening to them read aloud while some of the out-of-group students are working on handwriting assignments, and while others are working on math assignments.

Formats 6, 7, and 8 are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The differences between Formats 6, 7, and 8 have to do with whether the students are grouped or not and whether they are working on same or different assignments.

6. Independent individual activities. Each student is focused on his or her own individual work while the teacher circulates through the room. All of the students are working on the same task. An example is the teacher telling everyone to work the same set of 10 problems out of the math book, and then circulating around the room while they are doing it. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 6, but would instead be coded as a 1, since the focus of the lesson would be the class discussion. The focus of Format 6 is on the students all completing the same assignment, but completing it independently.

7. Independent individual activities. Each student is focused on his or her own individual work, while the teacher circulates through the room. The students are on different tasks. The only difference between this and

Format 6 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some students gradually begin working on something else. The convention here is that when fewer than five students are doing something different from the rest of the class, the format should be coded as Format 6. When five or more students are doing something different for their individual work, the format should be coded as Format 7.

8. Students are working in small groups with the teacher circulating throughout the room going from group to group. At least five students are engaged in some kind of group activity, such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher, except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as Format 7.

9. Classroom routines/procedures. This category should be used for intervals of time in which preestablished routines such as warmup and wind-down activities, other procedures such as handing back assignments and given academic feedback, and non-academic activities such as show and tell, games, etc. are taking place. If this category is used when a procedure or non-academic activity is taking place, the subject matter code should be 12, classroom procedures and rules.

10. Transition. This category should be used when students leave the room or are moving between small groups or getting out new materials for a different subject or different activity within the room.

11. Dead time. This category should be used when the entire class (or all but four or fewer students) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a class discussion 5 minutes before lunch and not telling the children what to do then, so that they sit at their seats. Another example might be students waiting for another class to come in to begin some lesson which is team taught. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is

interrupted or called aside, and she leaves the students without making provisions for their doing anything.

12. Other. If there is some activity which cannot be described by the preceding categories, the observer should code the format as 12. There should be a clear description in the Narrative of what was happening in the class at that time.

Subject-teacher focus. The observer should note the code number of the subject matter on which the teacher is concentrating at the time. If the teacher is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If the teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room. A list of categories and code numbers appears below.

Subject-student focus. The observer should note the code number of the subject matter on which the students are focusing. In the event that the teacher is working with a small group, this category applies to those students who are out of the group, working at their seats or at other centers. Many times the focus of the teacher and students will be the same.

The subject matter codes are:

1 Reading

2 Spelling

3 Handwriting

4 Grammar or other aspects of Language Arts or "English"

5 Reading/Language Arts (Assignments which are a combination of the two subject areas, including anything in Categories 1 through 4 above.)

6 Math

7 Social Studies

8 Science

9 Spanish/Foreign Language

10 Art

11 Music

12 Classroom procedures and rules

13 Social-emotional, affective focus, such as discussion of a fight or students' feelings

14 Transition

15 Dead time (See definition given for Format 11.)

16 Other subject area

17 Mixed (A combination of two subject areas begin taught at the same time other than the combination of reading and Language Arts, which is categorized as #5. An example would math, spelling, and reading assignments being worked on at the same time.)

There may be occasions in which a single activity is occurring, but it is not clear which subject matter should be noted, since two are actually involved in teaching some content. Examples of this are: learning to sing songs in Spanish and a science lesson that involves the application of math. In these cases, the observer should decide which is the primary focus of the lesson and categorize that. This is usually evident from the daily schedule or the teacher's announcement about the activity.

Number in class at time. This should be the total number of students who were in the roo[illegible] could therefore be considered in the Student Engagement Rating. [illegible] may not represent the number of students attending class that day, since students may be in the bathroom or in other places in the school at the time of the rating. The number noted here should be the total noted in eight categories of the student engagement for that rating.

Categories of Student Engagement

Definitely on-task, academic. Students classified in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be receiving new information from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas (e.g., social studies, science, music), or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," which follows. It does include activities after assignments which are related to academic skills -- reading library books, coloring, etc.

Probably on-task, academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them, but who are lookoing up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer cannot tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

Definitely on-task, procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transition, sharpening pencils, getting out new materials or putting up used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to a teacher give an assignment, when this doesn't involve the teacher actually presenting new academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is . . . ," would be on-task, academic.) Sometimes procedural tasks involve the entire class (e.g., lining up to go next door for reading) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in paper). It also includes class procedures, such as lining up for lunch or dismissal, collecting money from students, or any other procedure initiated by the teacher for the sake of getting something done.

Probably on-task, procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to a skill box to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-task, sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves going to the bathroom, getting water, and going to and from the waste basket.

Off-task, unsanctioned. Students are classified in this category when they are very clearly misbehaving and doing something which the teacher does not approve of. It is not essential that the teacher correct the students for them to be classified here. The definition of unsanctioned behavior depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, and being out of one's seat when this is not allowed.

Dead time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

No data (Can't see). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in class at time" for that particular rating.

Degree of Student Success

Whenever a Student Engagement Rating is obtained, an assessment of the level of student success in the activity should be made. The observer should estimate and rate, during whatever activity the SER is obtained, the extent to which students could perform the task demanded by the activity. If the activity is procedural, then a rating should be made on the basis of the number of students who are successful in following the procedure. When the activity involves student performance or work on assignments, then the observer should estimate success from whatever aspects of student work can be observed. When the activity is a teacher presentation, then success must be judged by students' responses to teacher questions and any other indications of students' lack of understanding or failure to learn.

Level of success means at a moderate or high level. That is, a student is able to perform or work at acceptable levels, without encountering frequent failure. An occasional error or misunderstanding should not be considered as evidence for a lack of success. If a child does not engage in a seatwork assignment at all, assume no success for him/her.

5 = Very high; all students are successful (moderate or high) at this point in the activity

4 = High; most students are successful; one or two may not be able to perform the task

3 = Moderate success levels. Three or four do not appear to be performing successfully

2 = Fair success levels. More than four -- up to one-half of the class -- are unsuccessful

1 = Low success levels. More than one-half of the class cannot do the task

If the activity is continued through more than one SER, the rating of success should pertain to student performance during the time since the previous SER.

	Formats
1	Teacher presentation to whole class, academic
2	Teacher presentation to whole class, procedural
3	Teacher with small group, rest on same task
4	Teacher with small group, rest on different tasks -- same content
5	Teacher with small group, rest on different tasks -- different content
6	Individual activities, all on same task
7	Individual activities, different tasks
8	Students in small groups, teacher circulating
9	Classroom routines/procedures
10	Transition
11	Dead time
12	Other

	Subject Matter Codes
1	Reading
2	Spelling
3	Handwriting
4	Grammar or English
5	Reading/Language Arts (comb.)
6	Math
7	Social Studies
8	Science
9	Spanish/Foreign Language
10	Art
11	Music
12	Classroom procedures, routines, and rules
13	Social-emotional, affective focus
14	Transition
15	Dead time
16	Other subject area
17	Mixed (other than #5)

CMIS

STUDENT ENGAGEMENT RATINGS

Teacher #____ School #____ Observer #____ Date____________ AM PM

# of Students________ Grade_____ Page____ of ____

	1	2	3	4	5
Time					
Format | # of Adults	|	|	|	|	|
Subj.-T.					
Subj.-Ss.					
# in room					
def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					
Ss Success					

	6	7	8	9	10
Time					
Format | # of Adults	|	|	|	|	|
Subj.-T.					
Subj.-Ss.					
# in room					
def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					
Ss Success					

CMIS

RANDOM NUMBER SEQUENCE

Use the first number you choose to identify when to take the first SER. Cross off the random number after you use it. Then make subsequent SERs at 15 minute intervals.

4	8	6	6	3	9	4	8	4	5
8	5	8	6	8	6	4	3	4	6
10	9	3	7	9	3	10	4	6	8
9	10	5	8	9	10	4	7	3	4

APPENDIX F

Component Ratings (CR) observer guidelines

GUIDELINES FOR USING THE COMPONENT RATINGS

The component ratings provide numerical estimates of a wide variety of behavior, characteristics, and activities related to the organization and management of classroom behavior and instruction. The system is meant to provide a comprehensive numerical profile of a classroom, in order to supplement other measures of classroom behavior, including the low-inference measures (Student Engagement Ratings) and classroom narrative records.

The ratings are made on 5-point scales. Usually, these scales are defined as follows:

5 The behavior is exhibited frequently or the description is highly characteristic of the teacher

4 The behavior is exhibited often or the description is mostly characteristic of the teacher

3 The behavior occurs occasionally or the description is somewhat characteristic of the teacher

2 The behavior is exhibited rarely or the description is not very characteristic of the teacher

1 The behavior never occurs or is not at all characteristic.

A few of the Component Ratings have differently defined scale points. These variables are marked with an asterisk on the rating form; the definitions of their scale points are described along with the description of the variable.

How to Use the Scales

At the end of an observation period, the observer uses the Component Rating Form to summarize his/her judgment on each of the variables. All scales must be rated, except for 3c, 3e, and 9e and the set of teacher reactions to disruptive behavior when disruptive behavior has not occurred. Make your rating of each scale independently: The fact that a teacher is rated high or low on some scale does not mean that will be true for another scale. Also, let your judgment be based upon events you observed that day, not the impression you have formed from prior observations.

Descriptions of Each Component Rating

1. Instructional Management

1a. Describes objectives clearly. Has the teacher indicated the purpose of the lesson(s) or what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, and listen for it when the teacher is introducing or summing up the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons.

1b. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of most lessons. Rate a 5 if the teacher incorporates a wide variety of materials, and rate a midpoint if some variety is evident, but only in some lessons.

1c. Materials are ready and available in sufficient quantity. Rate a 5 if all materials and equipment are ready on all occasions during an observation. Rate a 1 if the teacher continuously runs out of materials or spends a lot of time hunting them up and getting them into pupil hands.

1d. Clear directions for assignments or activities. Indication of clear directions can be found in step-by-step instructions given verbally by the teacher and repeated by the students, and written instructions either on the blackboard, overhead projector, or in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, student confusion and repeated directions issued by the teacher.

1e. Waits for attention. Does the teacher begin giving directions or instruction only when students are ready, quiet, and attending? Or does he/she start talking while students are still engaged in other tasks getting supplies out, talking to their neighbors, etc.? A high rating on this category indicates the teacher secures attention of all students before giving instructions or explanations to the class.

1f. Encourages analysis, builds reasoning skills. The teacher's questions encourage analysis and reflection by the students (understanding as well as memorization). The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why s/he engages in certain activities, and seeks adequate information before forming conclusions.

1g. Assignments or activities for different students. Excluding reading instruction, the degree to which the teacher allowed for individual differences in aptitudes or interests in required or optional assignments. Rate a 1 if all pupils did the same thing; a 2 if there is some provision for differences, e.g., optional extra work or choice in the topic of an assignment; 3 if there is moderate differentiation in assignments, e.g., students are allowed to choose the activity on which they work after completing a basic assignment, or most students work on the same basic assignment and a few (1-3) students have different assignment; a 4 if there is considerable provision for differences, e.g., individual and group projects for many of the students in areas other than reading instruction; and a 5 if there is great attention to differences, e.g., extensive use of contracts for assignments, or individualized activities.

1h. Appropriate pacing of lessons. Lessons and activities proceed smoothly from beginning to end. Basic skills and information needed for the activity are presented early, before more advanced content is taught. Lesson flow is not interrupted. Once an assignment is made and students are engaged, they proceed apace without frequent interruptions by the teacher to explain something. Adequate time is allowed for all parts of the lesson.

1i. Clear explanations and presentations. Questions and instructions are presented in a coherent sequence; adequate examples are provided; skills, when taught, are appropriately demonstrated. The teacher relates information to different ability levels, uses a variety of approaches if the content is not initially comprehended, uses appropriate vocabulary. Clear, precise language is used.

1j. Monitors student understanding. The teacher actively seeks information about student comprehension during content development or seatwork activities. Look for frequent questions during class presenations, and for techniques for obtaining feedback from many children, such as quick drills, patterned turns, or show-of-hands with correct answers. The teacher circulates widely during seatwork, checking student work. Student assignments are frequently returned with indications that the teacher has reviewed them.

1k. Consistently enforces work standards. The quality of student work, both with respect to performance and effort are clearly conveyed to or understood by the students. The teacher does not accept performance or effort below the set standard. Poor quality work may be refused or returned for re-doing or completion. Reasonable deadlines for completing work are not extended. All students are expected to work up to their capacity; the teacher does not give up on or ignore one student or a sub-group of the class.

2. Room Arrangement

2a. Suitable traffic patterns. The teacher and students are able to move about the room easily, without interrupting each other's work. Lanes to the bathroom, pencil sharpener, and major work and group areas are open. Needed materials and supplies are accessible.

2b. Degree of visibility. The student desks/chairs and work areas, and any place the teacher spends much time (e.g., teacher's desk, overhead projector, reading group area) are placed so that a clear line of sight is available. The teacher can see all of the students; the students can see the teacher and relevant instructional displays during whole class instruction.

3. Procedures

3a. Efficient administrative routines. These routines include attendance checks, money collection, record keeping, and teacher desk and file maintenance. The teacher has routines which minimize their intrusion into instructional time. The desk and file area are arranged neatly enough to avoid lost materials, time, or records.

3b. Appropriate general procedures. General procedures include those for bathroom use, coming-and-going from the room, lining up, using materials and supplies, and when the teacher leaves the room. Also included are rules or procedures governing the level of noise during different activities, movement around the room, and student response or question signals (e.g., hands raised). Rate a 5 only if adequate procedures are present in all relevant observable areas. Rate a 3 if inefficient or poor procedures are evident in a few key areas. Rate a 1 if many areas have no procedures and/or the procedures are not appropriate (i.e., don't work, cause confusion or lost time).

3c. Efficient small group procedures. These include going-and-coming from the group area, obtaining or bringing needed materials, handling come-ups and other interruptions, procedures for students not in the group with the teacher, and student response or question signals.

3d. Suitable routines for assigning, checking, and collecting work. Assignments are given clearly; procedures for communicating and maintaining a record of assignments and for handling previously absent students are established. Checking routines (passing papers, how to mark correct or incorrect answers, task demand, time used) are appropriate. Procedures for collecting and returning daily work are established and efficient; student work usually is returned within a day.

*3e. Uses warmup and wind-down activities. Warmups and wind-downs are routines for beginning and ending the school day in an orderly and pleasant manner. Activities often used in warmup or wind-down routines include: Updating the calendar, a song, pledging the flag, assignment of helpers, previewing or reviewing activities for the day, feeding the fish, watering the plants, straightening desks and tidying the room (at the end of the day), announcements and reminders from the teacher. Rate a 1 if no warmup or wind-down activities seem to have been planned and used (the day begins or ends abruptly or in confusion); a 3 if short routines are used and proceed smoothly (e.g., pledge the flag and "do" the calendar at the beginning of the day and/or straighten desks and have announcements at the end); a 5 if the day ends or begins smoothly with well-planned routines consisting of several different activities.

4. Meeting Student Concerns

*4a. Student aggression. The extent of verbal and physical abuse of students by other students. This includes name-calling, sarcasm, pushing, hitting, etc., whether or not it is observed by the teacher. Do not count reciprocated, playful behavior. Note that this scale is not the usual one.

1 No occurrence

2 Less than one per hour

3 One per hour

4 Two per hour

5 More than two per hour

4b. Attention spans considered in lesson design. Activities are paced so that students do not sit inactive (as in seatwork) for long periods of time. Also, note the use of occasional rest breaks, and variations in teaching style to arouse interest or attention.

*4c. Degree of student success. Students are able to perform the tasks, complete assignments, and engage in activities planned by the teacher.

5 All students succeed in all observed activities.

4 High student success, but an occasional student may fail to make expected progress, or to complete work or activities.

3 Moderate to high student success, but several students fail; or generally poor performance in a limited area, with high success in most areas.

2 Moderate to low student success, with occasionally high failure rates.

1 Low student success and prevalent student failure. As many as half the class is frequently unsuccessful.

4d. Activities related to student interest and background. Evidence of this characteristic can be displayed in interaction by the teacher when s/he makes reference to relationships between content being studied and aspects of the students' lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

5. Managing pupil behavior

*5a. Rewards appropriate performance. This means actual student accomplishment. Reinforcement can include nonperfunctory teacher praise, approval, recognition, displays of good work, privileges, tokens, check marks, pats-on-the-back, etc.

Use the following scale:

1 None or very few conspicuous rewards, little praise.

3 Moderate use of rewards: Some praise, some display of student work, stickers on papers, moderate use of extra privileges.

5 Very frequent use of rewards: Much posting of student work, extravagant praise, frequent use of extra privileges, tokens, concrete rewards, star charts or other public recognition.

5b. Signals appropriate behavior. This class of behavior refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Some typical signals include using a bell to signal time to begin an activity, lights on or lights off, a sign with Stop and Go to control movement or noise level. Teachers also may move to a certain place in the room. Verbal statements which orient the students toward behaving in a particular mode are also signals. Examples of these include such phrases as: "Does everyone have his thinking cap on?" or "Let's have all eyes up front." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. The present category is reserved for signals which have been taught to the class and which are designed to elicit orienting responses without singling out individuals in any obvious manner.

5c. Consistency in managing behavior. How predictable is the teacher's response to appropriate and inappropriate behavior? What is the degree to which the teacher maintains an unvarying response pattern? Rate a 1 if the teacher is highly inconsistent. The teacher frequently allows a behavior on one occasion and then disapproves of it at another time. The teacher often allows deviations from rules and established procedures. Rate a 2 for moderate inconsistency. Rate a 3 if there is some inconsistency, perhaps limited to a single area, e.g., call outs. Rate a 4 if the teacher is usually consistent, with only an occasional variation from rules and procedures of a minor nature. Rate a 5 if the teacher is highly consistent. Approved behavior remains constant across tasks, unless provided for by rules and procedures.

5d. Effective monitoring. The degree to which the teacher is aware of the behavior in the classroom. This skill requires visual scanning and alertness; the teacher avoids becoming engrossed in an activity with a single student or group of students, or fixation in one area of the room. The teacher sees misbehavior when it occurs, rather than detecting a problem only after it has escalated into a highly visible incident.

6. Disruptive Student Behavior

*6a. Amount of disruption. On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. "Disruptive behavior" refers to any pupil behavior that interferes with instructional, attentional, or work activities of the teacher or two or more other students. Excluded from this definition are inattentive behaviors and behaviors that involve only one or two other students, such as one student whispering to another, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement, of numerous other students, then it would be classified as disruptive behavior. A 5 rating would be obtained if such behavior occurs with a high degree of frequency. Use a 5 to note a situation which is habitual and is a constant problem for the teacher and other students. A 4 would indicate frequent occurrences of such behavior. A mid-range rating would be obtained if such behaviors occur with moderate frequency, such as several on the average per hour, occasionally moderately or severely disruptive. A rating of 2 would indicate one or two instances per hour, almost always mild. A rating of 1 would indicate the complete absence of any such incidents. Note that "disruptive behavior" does not have to be as extreme as a knife fight. Rather, it is any behavior that distracts or interferes with two or more students attending to their work or the lesson.

*6b. Source of disruptive behavior. How many students are involved in creating disruptions in the class? Rate a 1 if a single pupil is the source, a 2 if two pupils are the source, a 3 when several pupils are the source, and a 4 when many (but not half the class) are the source and there is no particular pattern. Rate a 5 when half the class or more is involved. If there was no disruptive behavior, mark a line through the set of numbers for 6b. through 6h.

6c. Disruption is stopped quickly. The behavior is terminated without involving additional students or without continuous interruption to the activities in the lesson. There is a rapid return to normality.

6d. Cites rules or procedures. The teacher calls student attention to proper behavior, as indicated by posted or previously explained rules and/or procedures.

6e. Non-verbal contact. The teacher stops or attempts to stop disruptive behavior by moving closer to the offender, by eye contact, by touching, holding, or other physical contact, or by using a non-verbal signal, such as pointing, gesturing, or signalling.

6f. Desist statement. The teacher tells the student(s) to stop the behavior, with or without explanation.

6g. Punishment, criticism. The teacher applies some punishment. This might involve denying a privilege, depriving the student of a desired activity, such as recess, or simply criticism of the student behavior or the student.

6h. Ignores. The teacher makes no attempt to terminate the disruptive behavior. S/he may watch the students, but takes no action; or the teacher may look away. The observer should be reasonably certain that the teacher has seen the disruptive behavior.

7. Inappropriate Behavior

7a. Amount of inappropriate behavior. "Inappropriate behavior" will mean all types of nondisruptive behavior that are contrary to stated or implied classroom rules or procedures. We will exclude "disruptive behavior," since that is already covered.

Some common types of inappropriate, but nondisruptive, behavior might include talking out-of-turn (call outs), whispering to neighbors, passing notes, being out of one's seat, reading or working on an inappropriate task, tardy entry to class, failure to complete work, not following established procedures, gum chewing, or goofing off. Of course, any of the preceding may be disruptive under some circumstances; but we want to estimate the frequency of nondisruptive inappropriate behaviors that occur, and the teacher's reactions to them. Use the usual scale.

*7b. Source. How many students exhibit inappropriate behavior more than occasionally?

1 One student
2 Two students
3 Several students
4 Many (but not half) of the students
5 Half or more of the students

7c. Inappropriate behavior is stopped quickly.

7d. Cites rules or procedures. (See 6d.)

7e. Non-verbal contact. The teacher stops or attempts to stop disruptive behavior by moving closer to the offender, by eye contact, by touching, holding, or other physical contact, or by using a non-verbal signal, such as pointing, gesturing, or signalling.

7f. Desist statement. (See 6f.)

7g. Punishment, criticism. (See 6g.)

7h. Ignores. (See 6h.)

8. Classroom Climate

8a. Task-oriented focus. The students and teacher work together toward the accomplishment of activities and assignments. The teacher emphasizes the importance of learning the knowledge and skills of the curriculum and the students react with cooperation and a willingness to do class activities.

8b. Relaxed, pleasant atmosphere. The teacher and students seem to get along nicely. There is an absence of friction, tension, or antagonism; behavior is friendly and courteous. The teacher and children obviously like each other.

9. Miscellaneous

9a. Distracting mannerisms. A distracting mannerism is some gesture, vocal quality, or behavior of the teacher that causes the students to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the children and whether it continues to be distracting after a period of time.

9b. Listening skills. This refers to the attending behaviors of the teacher when a student has been given permission to talk to him/her. High ratings in this category indicate that the teacher exhibits listening behaviors that communicate attention, acceptance, and encouragement. These behaviors include eye contact; appropriate verbal statements or questions ("Can you tell me more?" or "You seem upset." or "Why?"); gestures (nodding) or physical orientation to the student; and appropriate silence (not interrupting or cutting off the student).

9c. Expresses feelings. In his/her interaction with the students, the teacher states how s/he feels about certain activities or behaviors. These expressions of feeling may be either positive or negative and may include such things as "I am happy, sad, angry, annoyed, upset, disturbed," etc. Such expressions may occur during class discussions, behavior management situations, during procedural activities, or when any aspect of student behavior or class activities is being discussed. It can be with individual students, or a group of students, or the whole class. The point here is to observe whether the teacher is overtly indicating to the students how s/he feels about various aspects of classroom activity, such as their performance, their behavior, or their relationships and interaction with each other. It is important, however, that the teacher's expression of feelings not continually place the students in a defensive or vulnerable situation. A teacher who continually reacts to inappropriate pupil behavior by telling the students how angry it makes him/her is not really expressing his/her feelings, but rather using them as a kind of battering ram to wear the students down. A high rating is indicated when the teacher's expression of feelings appears to be a clear and direct attempt to inform the students about how s/he feels about some aspect of their behavior, work, or interaction. A teacher who overdoes the "I am angry" routine is not using this skill.

*9d. Externally imposed interruptions. An interruption is an event that intrudes into the classroom environment and distracts the class and the teacher from their task. These include calls from the office, P.A. announcements, visitors, late-arriving students, and loud hallway noises. Estimate the average number per hour during the observation.

9e. Managing interruptions. Given that one or more interruptions occurred, the teacher has a procedure or otherwise handles the interruption so as to minimize its interference with instruction. During the interruption, the students are well-behaved, continuing with their work, if appropriate, or else waiting quietly for the interruption to end.

[illegible]

COMPONENT RATINGS

Teacher #________ School #________ Observer #________ Date ____________ AM PM

# of Students________ Grade ________

1. Instructional Management

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Variety of materials

5 4 3 2 1 c. Materials are ready

5 4 3 2 1 d. Clear directions

5 4 3 2 1 e. Waits for attention

5 4 3 2 1 f. Encourages analysis, builds reasoning skills

5 4 3 2 1 g. Assignments or activities for different students

5 4 3 2 1 h. Appropriate pacing of lesson

5 4 3 2 1 i. Clear explanations and presentations

5 4 3 2 1 j. Monitors student understanding

5 4 3 2 1 k. Consistently enforces work standards

2. Room Arrangement

5 4 3 2 1 a. Suitable traffic patterns

5 4 3 2 1 b. Degree of visibility

3 Rules and Procedures

5 4 3 2 1 a. Efficient administrative routines

5 4 3 2 1 b. Appropriate general procedures

5 4 3 2 1 c. Efficient small group procedures

5 4 3 2 1 d. Suitable routines for assigning, checking, and collecting work

5 4 3 2 1 *e. Uses warmup or wind-down activities

4. Meeting Student Concerns

5 4 3 2 1 *a. Student agression

5 4 3 2 1 b. Attention spans considered in lesson

5 4 3 2 1 *c. Student success

5 4 3 2 1 d. Activities related to student interests or backgrounds

5. Managing Pupil Behavior

5 4 3 2 1 *a. Rewards appropriate performance

5 4 3 2 1 b. Signals appropriate behavior

5 4 3 2 1 c. Consistency in managing behavior

5 4 3 2 1 d. Effective monitoring

6. Disruptive Pupil Behavior

5 4 3 2 1 *a. Amount of disruption

5 4 3 2 1 *b. Source of disruption

5 4 3 2 1 c. Stops quickly

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Non-verbal contact

5 4 3 2 1 f. Desist statement

5 4 3 2 1 g. Punishment, criticism

5 4 3 2 1 h. Ignores

7. Inappropriate Student Behavior

5 4 3 2 1 a. Amount

5 4 3 2 1 *b. Source

5 4 3 2 1 c. Stops quickly

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Non-verbal contact

5 4 3 2 1 f. Desist statement

5 4 3 2 1 g. Punishment, criticism

5 4 3 2 1 h. Ignores

8. Classroom Climate

5 4 3 2 1 a. Task-oriented focus

5 4 3 2 1 b. Relaxed, pleasant atmosphere

9. Miscellaneous

5 4 3 2 1 a. Distracting mannerisms

5 4 3 2 1 b. Listening skills

5 4 3 2 1 c. Expresses feelings

4 3 2 1 0 *d. Externally imposed interruptions

5 4 3 2 1 e. Manages interruptions

APPENDIX G

Time Log observer guidelines

GUIDELINES FOR COMPLETING THE TIME LOG

The Time Log will be used as a means of determining how much time the teacher and students spend in different subjects and various types of activities during the school day. Each observation will be characterized by a list of intervals of time during which the students were involved in academic, social, procedural activities, transitions, or dead time. Each interval will be described in terms of the starting time, stopping time, number of minutes during the interval, number of students involved, the subject being dealt with and the activity going on. The subject and activity will be entered on the Time Log form as code numbers. A description of the codes follow.

The subject matter codes are:

1. Reading
2. Spelling
3. Handwriting
4. Grammar or other aspects of Language Arts or English
5. Reading/Language Arts (assignments which are a combination of the two subject areas, including anything in categories 1 through 4.)
6. Math
7. Science
8. Social Studies
9. Foreign Language
10. Art
11. Music
12. Library
13. Physical Activity

14. Social-emotional, affective focus, such as talk about feelings, a fight
15. Social/Procedural Routine (e.g., Show & Tell, Roll Call, etc.)
16. Transition
17. Dead Time
18. Other
19. Mixed (specify which subjects if possible, in parentheses)

On occasions there may appear to be more than one subject focus, e.g. learning to sing songs in Spanish, or a science lesson that involves the application of math. In these cases, observer should decide which is the primary focus of the activity, and note that code number on the form. This is often evident from the daily schedule or the teacher's announcement about the activity.

Under the column titled Activity the observer will note one of the following codes:

1. Lecture/Lecture with Questions - Use this category for a teacher presentation in which the teacher is giving information. Questions and answers are clearly subordinate to the teacher informing. This category will include both academic presentations (e.g., the introduction of a new math concept, the definition of and explanation of the parts of speech, a film on a science topic, a speaker) and procedural presentations (e.g., explanation of the rules of the classroom, the procedure for heading one's paper). Reading or other small groups may be involved in this type of activity, or any of the next four activities.

2. Recitation - This is an activity characterized by a series of questions and answers focusing on previously presented content. A main function of the questions is to allow the teacher to evaluate students. Use this category when a significant portion of the students in the class or group are involved, and the activity is not simply a lead-in or introduction to a written assignment.

3. Discussion - This is a question/answer period with teacher solicitation of ideas, opinions, reactions to content, or extended explanations, justifications or evaluations by the students. Questions are generally more divergent than those in recitation.

4. Recitation/Discussion - This is an activity consisting of recitation and discussion intermixed. Reading groups often use this activity.

5. Checking - This is an activity in which the teacher and students review answers to work which has been completed.

6. Introduction to Seatwork - Seatwork activities are usually introduced by the teacher, with some explanation of the procedures to follow and the amount of time allotted. Sometimes there is a brief review of the content covered in the assignment. A seatwork introduction is distinguished from a lecture or other teacher presentation in that the content of the seatwork introduction is subordinate to the seatwork itself. Its main purpose appears to be to define procedures for doing the assignment.

7. Individual Seatwork - In this activity, students usually are at their desks working individually on a definite academic task(s) set by the teacher. These academic tasks may include worksheets and workbooks, exercises copied from the chalkboard, free reading, art or other projects. Reading groups can be involved in individual seatwork activities either while in the group or when they are at their desks.

8. Pairs or Group Seatwork - Occasionally students will work together in a seatwork activity such as in a listening center, or other center, or in a project or experiment. In this activity the students are working together without continuous interactions with the teacher. Reading groups would not be included in this section unless the teacher gave the group a cooperative project to work on in which she was not directly involved.

9. Testing - A test (or pretest) is much like seatwork, but it is announced as a test, students working strictly on their own, and there is a high degree of accountability. Once again, reading or other small groups can be involved in this activity, if each student is working alone.

10. Non-academic Activity - This is a non-academic activity which involves a small group or the whole class. Typically the teacher uses this activity as a break from academic assignments or as a reward. Some examples of this activity format are storytime, recess, non-academic games, show and tell, and television.

11. Opening and Closing Routines - This format includes segments at the beginning and end of each day which are characterized by procedural matters, announcements, calendar, social talk, cleaning up, lining up, and other low demand activities. The purpose of these activities is to take care of administrative matters (such as roll call), ease calmly into the academic focus, and calmly prepare the class to leave school at the end of the day. If similar activities take place prior to or after lunch, PE, music, etc., they should be coded as Other Social Procedural.

12. Other Social/Procedural Activities - This category includes social and procedural activities and routines which do not come at the beginning or end of the school day. For instance, the teacher may have a special routine for putting away materials and preparing for lunch in which students wash their hands then gather at a central place before lining up. If there is no routine, i.e., if the teacher discovers that its time to go to lunch, and simply has the students grab their lunches and line up, then this period of time will be coded as a transition.

13. Transition - This is an interval of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room. The beginning point of the transition may be a signal given by the teacher to the students or they may act in response to a bell or the clock. The end of the transition is when a new lesson or activity has begun or the students have left the room. Some examples of transitions are: students moving between activities or subjects within the room, the students putting away reading materials and taking out their math books, and students lining up to leave the room to go to lunch.

14. Dead Time - This is an interval of time in which students apparently have nothing they are supposed to be doing. They may be waiting for the next activity because they have finished their assignments, or left temporarily by teacher with nothing specific to do. If the teacher has given an assignment such as to read a library book when the assignment is finished, then the students have something they are supposed to be doing, hence even if they are doing nothing, they are not in dead time.

15. Other Activities - Observer should use this category only when the activity does not seem to fall into any other category.

Certain subject codes must be used with some activities. For instance, if the subject is coded as a 16 - Transition, the activity code should be 13 - Transition; the same is true for subject code 17 - Dead Time which belongs with activity code 14 - Dead Time. The subject code should be 15 - Social/Procedural Routine if activity codes 10 - Non academic Activity, 11 - Opening and Closing Routines, and 12 - Other Social/Procedural Activities are used.

After the observation is completed, the observer should fill out the time log, filling in the complete identification field at the top of each page of the time log. The time log has space for three concurrent activities to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. If there are four or more groups following different schedules, the observer should use an extra page, rather than trying to squeeze all four on to the three sections of one page.

If the class meets as a whole for the entire period then only the left hand set of columns will be filled. Whenever small groups are used for reading or other purposes, each group's transition times, activity and subject codes, etc., must be filled out using a separate set of columns. If all of the students in the class are involved in the same activity except one or two students, the class should be coded as a whole. In order for a group to be coded as separate, 3 or more students should be involved. When the time log is completed, it should be possible to follow the schedule throughout the class period for all of the students in the class, for every minute of the observation. An example of a completed time log is attached.

When completed, the pages of the time log should be numbered consecutively and noted as "Page ___ of ___." If there is a continuation on a second page for a fourth group, that page should be numbered "2a", etc.

When the observer has finished filling out the Time Log form, s/he should use the beginning and ending time of the observation to determine the total number of minutes in the observation. The observer should then add up the minutes in the left-hand #Min. column as a check to be sure that all minutes in the observation have been covered in the Time Log.

Column Label	
Start	Beginning time of activity
Stop	Ending time of activity
#Min.	Number of minutes in activity
#Ss	Number of students involved in activity
Subj.	Subject (See list)
Act.	Activity (See list)

Subjects

1 Reading
2 Spelling
3 Handwriting
4 Grammar
5 Language Arts (combo of 1-4)
6 Math
7 Science
8 Social Studies
9 Foreign Language
10 Art
11 Music
12 Library
13 Physical Activity
14 Social/Affective (Magic Circle)
15 Social/Procedural Routine
16 Transition
17 Dead Time
18 Other
19 Mixed (Please specify)

Activities

1 Lecture/Lecture with Questions (films, speakers)
2 Recitation
3 Discussion
4 Recitation/Discussion
5 Checking
6 Introduction to Seatwork
7 Individual Seatwork (Workbook, Free reading, art, or other project
8 Pairs or Group Seatwork (Project, experiment, listening center, other centers
9 Testing
10 Non-academic Activity (Storytime, TV, games, Show & Tell, recess, etc.)
11 Opening and Closing Routines (Social, Procedural)
12 Other Social/Procedural
13 Transition
14 Dead Time
15 Other Activities

CMIS

SAMPLE

TIME LOG

Teacher # 05 School # 02 Observer # 03 Date 1-3-80 [✓ AM] PM Grade 3 # of Students 15 Page 1 of 1

Start	Stop	# Min	#Ss	Subj	Act	Start	Stop	# Min	#Ss	Subj	Act	Start	Stop	# Min	#Ss	Subj	Act
8:00	8:03	3	15	15	11												
8:03	8:04	1	5	16	13	8:03	8:05	2	4	16	13	8:03	8:08	5	6	16	13
8:04	8:24	20	5	1	4	8:05	8:26	21	4	1	8	8:08	8:26	22	6	5	7
8:24	8:26	2	5	5	6												
8:26	8:29	3	5	16	13	8:26	8:27	1	4	16	13	8:26	8:30	4	6	16	13
8:29	8:52	23	5	5	7	8:27	8:50	23	4	1	4	8:30	8:51	21	6	1	8
						8:50	8:51	1	4	5	6						
8:52	8:55	3	5	16	13	8:51	8:53	2	4	16	13	8:51	8:52	1	6	16	13
8:55	9:15	20	5	1	8	8:53	9:15	22	4	5	7	8:52	9:15	23	6	1	4
9:15	9:18	3	15	16	13												
9:18	9:50	32	15	8	1												
9:50	10:00	10	15	8	4												
10:00	10:02	2	15	16	13												
10:02	10:10	8	15	6	5												
10:10	10:30	20	15	6	1												

CMIS

TIME LOG

Teacher #___ School #___ Observer #___ Date_________ AM PM Grade___ # of Students___ Page___ of ___

Start	Stop	# Min	#Ss	Subj	Act	Start	Stop	# Min	#Ss	Subj	Act	Start	Stop	# Min	#Ss	Subj	Act

APPENDIX H

Observer Summary Rating form

(Summary ratings completed at end of the first four weeks of of school for every teacher an observer saw two or more times.)

CLASSROOM MANAGEMENT IMPROVEMENT STUDY

OBSERVER RATINGS OF TEACHER

1. How ready is this class at this point? That is, how well are routines and expectations established so that the room runs with a minimum of interruptions and maximum task orientation?

   1 = Not at all ready
   5 = Extremely ready

2. In the observer's opinion, how often does the teacher let the class get out of hand, or to a point where half or more pupils are off-task?

   1 = Never
   5 = Frequently—several times per observation

3. How often does wandering occur that is obviously not task related?

   1 = Not much at all
   5 = A lot

4. What is the noise level of the classroom in general on a day-to-day basis?

   1 = Low, very little if any
   5 = High, a lot of talking, moving around

5. What is the teacher's expectation regarding talk among students during seatwork?
   1 = Students must maintain rigid silence.
   2 = Students are allowed to talk only in getting help with seatwork.
   3 = Talking allowed only when work is finished or with special permission.
   4 = Students can converse quietly without special permission.
   5 = Students are allowed to talk as much as they please unless it becomes very disruptive.

6. What is the efficiency of transitions between activities or formats?

   1 = Usually has overly long transitions, poor systems for distributing materials, little student cooperation.
   5 = Mostly smooth, efficient transitions with efficient procedures, good student cooperation.

7. How often are "come-ups" observed while teacher is engaged with another student or lesson?

   1 = Never
   5 = Frequently, constantly

8-10. What is the teacher's usual response to come-ups?

8. Teacher ignores student.

1 = Never
3 = Sometimes
5 = Always

9. Teacher tells student to sit down.

1 = Never
3 = Sometimes
5 = Always

10. Teacher answers student's question.

1 = Never
3 = Sometimes
5 = Always

11. How often do students approach teacher, leaving their desks, when they need help from her?

1 = Never
5 = Frequently

12. How often do students raise their hands when they need help from the teacher?

1 = Never
5 = Always

13. How often do students call out without raising their hands when they need teacher's help?

1 = Never
5 = Frequently

14. How often did the teacher leave the room during your observations?

1 = Never
3 = During half
5 = Several times per observation

15. How are students with behavioral disturbances handled?

1 = Very poorly: the situation gets worse
5 = Well: stops the behavior quickly

16. How well has the teacher utilized the space of the classroom (efficient use of available space, easy access to materials, etc.)?

    1 = Poorly; heavy concentrations in particular areas
    2 = Fairly
    3 = Good
    4 = Better
    5 = Excellent: all parts of room used well

17. In terms of equipment and supplies, how ready was the teacher for the first week of school?

    1 = Not ready; teacher had not anticipated needs, problems.
    5 = Very ready: all necessary equipment and supplies were on hand, in good working order

18. Does the teacher consistently plan enough work for students during a typical observation?

    1 = Never
    5 = Always

19. Are assignments too hard: students can't get started, or continually need help?

    1 = Never
    5 = Always

20. How often does the teacher allow an activity to continue too long, until pupils get off-task?

    1 = Never
    5 = Always

21. Are typical assignments too short or easy?

    1 = Never
    5 = Always

22. How many students use free-time materials during an average observation?

    1 = None
    3 = Half of the students
    5 = All or almost all

23. In giving instructions, how often does the teacher question to determine the extent of students' understanding?

    1 = Never
    5 = Always

24. How successful has the teacher been in establishing and maintaining students' responsibility (accountability) for their work?

    1 = Not at all; this teacher does not usually know if students finish daily work; s/he has not communicated high academic standards.
    5 = Very successful: teacher checks all work, firmly holds students to high academic standards, gives plenty of academic feedback.

25-32. How often did you see students receive the following types of academic feedback from the teacher? (1 = Never, 5 = Frequently)

25. Notes on papers

26. Messages in small groups

27. Grades on papers

28. Papers on bulletin board

29. Verbal citing of individuals in front of class

30. Individual conferences with teacher

31. Evaluative comments to the class as a whole

32. Other. Please specify.

33. How confident and relaxed did this teacher appear in the first weeks of school?

    1 = Not confident: scared, timid, unsure, nervous
    5 = Very confident; relaxed, in control

34. How warm and pleasant is this teacher's manner toward the children?

    1 = Cold, unpleasant, harsh
    5 = Very warm, pleasant, likeable

35. How enthusiastic is this teacher?

    1 = Very unenthusiastic, draggy, tired, dull.
    5 = Very enthusiastic, alert, stimulating, vivacious.

36. What kind of showmanship (showwomanship) does this teacher display?

    1 = Teacher is even-spoken, non-dramatic (although s/he may be enthusiastic in non-dramatic ways).
    5 = Teacher is dramatic, theatrical, creates suspense.

37. List any extenuating circumstances or unusual contraints which you think affected this teacher's ability to manage and organize this class. Some possible examples: unreasonable number of students (state number), unusual number of problem students in one class, great range of students' ability, inadequate equipment, supplies, space, furniture, etc.

CMIS

CMIS/ORT

CLASSROOM MANAGEMENT IMPROVEMENT STUDY

OBSERVER RATING OF TEACHER

Teacher #____ School #____ Observer #____ Grade ____

1. 5 4 3 2 1
2. 5 4 3 2 1
3. 5 4 3 2 1
4. 5 4 3 2 1
5. 5 4 3 2 1
6. 5 4 3 2 1
7. 5 4 3 2 1
8. 5 4 3 2 1
9. 5 4 3 2 1
10. 5 4 3 2 1
11. 5 4 3 2 1
12. 5 4 3 2 1
13. 5 4 3 2 1
14. 5 4 3 2 1
15. 5 4 3 2 1
16. 5 4 3 2 1
17. 5 4 3 2 1
18. 5 4 3 2 1
19. 5 4 3 2 1
20. 5 4 3 2 1
21. 5 4 3 2 1
22. 5 4 3 2 1
23. 5 4 3 2 1
24. 5 4 3 2 1
25. 5 4 3 2 1
26. 5 4 3 2 1
27. 5 4 3 2 1
28. 5 4 3 2 1
29. 5 4 3 2 1
30. 5 4 3 2 1
31. 5 4 3 2 1
32. 5 4 3 2 1
33. 5 4 3 2 1
34. 5 4 3 2 1
35. 5 4 3 2 1
36. 5 4 3 2 1
37. ________________________________

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APPENDIX I

Narrative Reader Rating form

Teacher_____

CMIS Narrative
Analysis Form

Reader__________________

Dates (From)____________
(To)____________

No. of
Observations__________________

After reading a set of narratives for a CMIS teacher, complete the following ratings, making notes and comments in the spaces provided to substantiate your ratings. You may wish to jot down comments and notes as you read, then rate and add comments as needed when you complete the whole set.

Unless a special scale is given with a particular variable, use the scale below in making all your ratings:

5 Description is highly characteristic of the teacher or class in this set of narratives

4 Description is characteristic of the teacher or class in this set of narratives

3 Description somewhat or occasionally characterizes the teacher or class

2 Description is not very characteristic of the teacher or class in this set of narratives

1 Description is never or not at all characteristic of the teacher in this set of narratives

---

5 4 3 2 1 (1) During the first week of school, room is orderly, well organized. Materials and props are readily available and in place. Describe any problems.

5 4 3 2 1 (2) During the first week of school, student nametags (or desk labels) are used effectively and appropriately. Describe use.

5 4 3 2 1 (3) Accurate understanding of students' knowledge and skills; students' problems with the curriculum are anticipated. (Note teacher explanations: are they complete, appropriate in vocabulary and level of complexity? Do they prevent possible difficulties for all subgroups of children in the class?)

Teacher_____ Reader____________________

Dates (From)_______ Narrative Analysis Page 2
(To)_________

5 4 3 2 1 (4) A procedure has been established for what students are to do upon entering the classroom. (This may be a regular procedure or something specific planned in advance; or the teacher may announce what they are to do as they enter.)

5 4 3 2 1 *(5) Regular academic feedback to SS (not including oral feedback to individual student responses). Describe kind of feedback.

*Scale:
5 Most students receive academic feedback in each major academic activity
4 Most students receive academic feedback in almost all major academic activities
3 Most students receive academic feedback in several academic areas
2 Most students receive academic feedback in one academic area
1 Most students receive no academic feedback in any academic area

5 4 3 2 1 (6) Earns personal credibility as behavioral authority: communicates self-confidence as an effective behavioral manager. Has virtually no student complaints, argument, or wheedling.

5 4 3 2 1 (7) Is competent in academic content areas: has command of the subject, conveys accurate academic information. (Caution: Do not confuse simplification of subject matter for young children's comprehension with actual errors or inaccuracies.)

5 4 3 2 1 (8) Work requirements are clear: due dates, form, standards of completeness, neatness, procedures for make-up work.

5 4 3 2 1 (9) Deadlines are enforced consistently; deadlines for completing work are not ignored or routinely extended. Teacher keeps track of papers turned in and papers due for each lesson.

Teacher_____ Reader____________________

Dates (From)_______ Narrative Analysis Page 3
(To)_________

5 4 3 2 1 (10) Consistent routines for communicating assignments to students (note regular postings, SS assignment sheets, etc.).

5 4 3 2 1 (11) Effectively monitors student progress and completion of assignments. Inspects student work while in progress, by going around the room or by having students demonstrate or display their work at various times. Collects work or evaluates assignments regularly.

5 4 3 2 1 (12) Has regular and efficient routines for turning in, checking, and returning work.

5 4 3 2 1 (13) Sufficient number and scope of workable procedures and rules for all important aspects of small group and related activities (i.e., seatwork for out-of-group students, centers and stations, transitions, materials, contacts with teacher). Note problem areas.

5 4 3 2 1 (14) Sufficient number and scope of workable procedures and rules for all important aspects of whole class activities (i.e., use of space, materials and equipment, seatwork, out-of-seat policies, beginning and ending the day, transitions, housekeeping chores). Note problem areas.

5 4 3 2 1 (15) Procedures and rules are well taught: clear presentation, review, and subsequent reminders or corrections. (Note amount of time spent on rules, procedures in first weeks.)

5 4 3 2 1 (16) Teacher rewards appropriate behavior consistently. Describe how teacher does this. (Rewards may be as subtle as teacher approval or as overt as happy faces, stickers, etc.)

Teacher_____ Reader____________________

Dates (From)_______ Narrative Analysis Page 4
(To)________

5 4 3 2 1 (17) Negative consequences (penalties) are clearly defined. Describe the negative consequences.

5 4 3 2 1 (18) Teacher follows through with negative consequences consistently. Describe how the teacher follows through.

5 4 3 2 1 (19) System of consequences is appropriate, sufficient and, if applied, effective.

5 4 3 2 1 (20) Teacher ignores inappropriate behavior when ignoring is appropriate (i.e., the problem is momentary; not serious or dangerous; drawing attention to the student would interrupt the class; the student is usually well behaved; and other students are not involved).

5 4 3 2 1 (21) Teacher effectively monitors at the beginning of activities. When a new activity begins the teacher is observant of whether the students are engaging in the activity.

5 4 3 2 1 (22) Effective monitoring of transitions. Teacher supplies information or structure facilitating completion of present activity and preparation for next activity.

5 4 3 2 1 (23) When task avoidance occurs, the teacher is successful in interventions in changing student behavior from avoidance to task engagement.

5 4 3 2 1 *(24) Extent of avoidance behavior during seatwork activities.

*Scale: 5 More than five pupils frequently noted as avoiding tasks
4 Four or five pupils frequently noted as avoiding tasks

Teacher_____ Reader_______________

Dates (From)_______ Narrative Analysis Page 5
(To)________

3 Two or three pupils frequently noted as avoiding tasks
2 One pupil frequently noted avoiding tasks
1 None, or just one, briefly

(Do not include just momentary daydreaming as avoidance behavior.)

5 4 3 2 1 *(25) Extent of student participation in small group or whole class discussion or recitations.

*Scale: 5 Most students participate (all but 1 or 2)
4 A majority participate (2/3 plus)
3 One half to 2/3 participate
2 Fewer than half the students participate
1 Participation by only a few (1 to 3) students

Describe the following:

(26) Teacher's establishment and maintenance of lines of communication with parents. Include, e.g., the teacher sends daily work samples home with students; T mentions parent conference(s) or calling parents; the T enables children to earn happygrams to take home; one step in the behavior system includes calling parents, etc.

(27) Ways in which the T deals with the wide range of children's abilities.

(28) Problem child/children in the class and how the T deals with them.

Teacher_____ Reader____________________

Dates (From)_______ Narrative Analysis Page 6
(To)________

For each of the following areas of concern, indicate the extent to which there are related problems in the class described by this set of narratives. Describe what the teacher has done to solve them, including establishment of corresponding rules and procedures for each.

*Scale:
5 Chronic, troublesome problems in this area during each observation
4 Frequent problems in this area
3 Sometimes troublesome problems or often minor problems
2 Occasional minor problems. Procedures in this area are for the most part adequate
1 Never any problems in this area. Class functions smoothly with respect to this area

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5 4 3 2 1 (29) Movement of SS in classroom (including out-of-seat)

5 4 3 2 1 (30) Class verbal participation (include SS callouts, sarcasm, ridicule, etc.; individuals dominating)

5 4 3 2 1 (31) Contacting T (for help, for permission to leave, etc.; T not seeing or acknowledging students with hands up)

5 4 3 2 1 (32) Use of materials and supplies (including bringing supplies to class)

5 4 3 2 1 (33) Talk among students

5 4 3 2 1 (34) Interruptions, noise from hall or next room

Teacher____ Reader____________________

Dates (From)________ Narrative Analysis Page 7
(To)________

5 4 3 2 1 (35) School-wide scheduling (e.g., late buses, children entering late from other classes, etc.)

5 4 3 2 1 (36) Wide ability ranges of children

Information for Case Study Material

Mark with a (+) if this teacher's narratives present clear positive examples and with a (-) if they present clear negative examples of the following categories. If particular narratives are outstanding, list the dates of these.

____1) Use of space

____2) Classroom readiness

____3) Appropriate rules and procedures

____4) Teaching rules and procedures

____5) Appropriate positive consequences

____6) Appropriate negative consequences

____7) Following through with consequences

____8) First day of school (e.g., smooth, disorganized)

____9) Monitoring -- during seatwork, transitions, etc.

____10) Stopping inappropriate behavior

____11) Whole group instruction

____12) Dealing with problem children

____13) Use of centers and stations

____14) Small group activities

____15) Transitions

____16) Instruction for low-level students

____17) Instruction for high-level students

____18) Dealing with heterogeneity

____19) Academic feedback

____20) Enforcing due dates

____21) Instructional clarity

____22) Checking for student understanding

____23) Dealing with content (e.g., dry, exciting, over children's heads, appropriate, etc.)

____24) Fidelity to a particular case study (or studies) in CMIS manual. Indicate which: ____________________
____
____

Teacher____

Reader____________________

Dates (From)_______
(To)________

Narrative Analysis Page 8

Academic strength or weakness in:

____Math

____Reading

____Language arts/spelling

____Social studies

____Science

____Art

____Strength or weakness in other area. Describe.

APPENDIX J

Management manual questionnaire

We appreciated your comments about the CMIS Manual in your recent telephone interview. Now would you please take a minute or two to give a little more information about your use of individual parts of the manual. For each prescription, circle the number of the appropriate answer below.

How Useful Did You Find the Suggestions in Each Section?

	Not useful; not appropriate or practical for my class.	Slightly useful. I used one or two suggestions.	Moderately useful. Used some of the suggestions. Materials helpful.	Useful and helpful. I used many of the suggestions.	Very helpful and useful. Having this material made a positive difference in my class.
Prescription 1 Readying the Classroom	1	2	3	4	5
Prescription 2 Planning Rules and Procedures	1	2	3	4	5
Prescription 3 Conseqences	1	2	3	4	5
Prescription 4 Teaching Rules and Procedures	1	2	3	4	5
Prescription 5 Beginning of School Activities	1	2	3	4	5
Prescription 6 Strategies for Potential Problems	1	2	3	4	5
Prescription 7 Monitoring	1	2	3	4	5
Prescription 8 Stopping Inappropriate Behavior	1	2	3	4	5
Prescription 9 Organizing Instruction	1	2	3	4	5
Prescription 10 Student Accountability	1	2	3	4	5
Prescription 11 Instructional Clarity	1	2	3	4	5

(Manual Questionnaire)

How Much Did You Read or Study the Contents of Each Section?

	None, or very little outside CMIS workshop.	Had time for only a quick review after the workshop.	Read it carefully once after workshop. Did at least some of activities.	Read it more than once. Used checklist and did activities.	Studied this part carefully. Used checklists. Did activities. Reviewed it after school started.
Prescription 1 Readying the Classroom	1	2	3	4	5
Prescription 2 Planning Rules and Procedures	1	2	3	4	5
Prescription 3 Conseqences	1	2	3	4	5
Prescription 4 Teaching Rules and Procedures	1	2	3	4	5
Prescription 5 Beginning of School Activities	1	2	3	4	5
Prescription 6 Strategies for Potential Problems	1	2	3	4	5
Prescription 7 Monitoring	1	2	3	4	5
Prescription 8 Stopping Inappropriate Behavior	1	2	3	4	5
Prescription 9 Organizing Instruction	1	2	3	4	5
Prescription 10 Student Accountability	1	2	3	4	5
Prescription 11 Instructional Clarity	1	2	3	4	5

Additional Comments

APPENDIX K

Knowledge of management questionnaire

(Pre-workshop Questionnaire)

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Research and Development Center
for Teacher Education
Education Annex

This is a questionnaire designed to help us understand how you deal with certain issues that all teachers face when they teach in public schools. We are interested in knowing how you do (or would) handle these issues. It is our hope that this information will help us to better assist other teachers in their search for ways to have pleasant classrooms for themselves and their students.

Please do not spend a lot of time answering the questions. There are no right or wrong answers and all of your responses will be confidential. No one other than the staff at the Research and Development Center will know how you respond to the questionnaire.

Remember, BE BRIEF. Use incomplete sentences or phrases when you choose. Although the questionnaire is bulky, it should not take more than 30 to 40 minutes to complete.

Thank you for your help.

BEFORE YOU BEGIN . . . . .

1. Do you know about the Center's work on classroom management?

   ______ Yes ______ No

2. If you answered "Yes," how did you get this information? ________

   ____

   ____

REMINDER

BRING THE COMPLETED QUESTIONNAIRE
TO THE WORKSHOP ON AUGUST 21st.

Almost every teacher, at one time or another, faces the issues which follow. Please answer every question even though you may believe that your answers are not as complete or detailed as they might be if you had more time. Remember, there are no "right" answers to this questionnaire -- only responses that you believe are good ones should be written.

1. When do you start planning for a new school year? Why do you start when you do?

2. What specific items do you include in your initial planning for the school year? (List no more than five.)

REMEMBER: BE BRIEF

3. What are the most important things to think about or plan for to get the school year started off right? (List no more than five.)

4. What are the most pressing problems during the first days of school? How can they be managed or avoided? (List no more than five.)

Problems	How to Manage/Avoid

REMEMBER: BE BRIEF

5. What would be a typical lesson plan for the first day of school in your classroom? (Be brief: List major headings and activities only.)

REMEMBER: BE BRIEF

6. What is your general approach to student discipline? In this brief statement, please include the purpose of discipline, how it should be implemented, if and when a student should be disciplined, and any other issues you believe are important.

7. What do you believe are the most important rules for your class? What would happen to the student who did not follow the rule? (List no more than five.)

RULES	PENALTY FOR NOT FOLLOWING RULE
1.	

REMEMBER: BE BRIEF

8. What would you do if each of the following events occurred in your classroom? Write your response to the right of the events.

   a. Nancy takes Sally's paper away and tears it up.

   b. Jim is repeatedly late for school.

   c. For the first time, Jean forgets to turn in her homework.

   d. Bob and Sam get into a fight over whose turn it is at the pencil sharpener.

   e. Jack, a usually dependable student, turns to his neighbor and makes a brief comment while you are giving directions to the class.

REMEMBER: BE BRIEF

9. There are several very bright students in your class who always raise their hands first when questions are asked. Some of the other students never seem to answer questions. What would you do?

10. Several of your students never seem to understand the instructional mate- when it is first presented. What would you do in this situation?

11. There is a problem in your class related to using the reading center and the listening center. Some students monopolize the materials, some don't seem to know how to use the centers, some children never seem to get a turn at the centers, etc. How would you go about changing this situation?

REMEMBER: BE BRIEF

12. If you have several low academic level students in your class, what teaching techniques do you believe are especially effective with these students?

13. What would you do if you find that several students consistently do not hand in their work on time?

14. A teacher friend is worried because his students do not seem to be making good progress. Part of the problem seems to be that the students are not following the teacher's directions. What advice would you give your friend about presenting material and giving directions so that students will have a better chance to succeed?

(Protocol for Post-workshop Telephone Interview Group 1)

TEACHER'S NAME: ______________________________

I. "These questions are about the manual you recieved before school began. I'd like you to be as specific as you can when you answer. If you have the manual with you, you might want to refer to it as we talk."

A. "Which of the prescriptions have you actually used this year?"

B. "Which of these were most helpful?" "Why were they most helpful?"

Most Helpful	Why

C. "Did you have any trouble putting the prescriptions into practice? If so, why? Why do you think it was difficult?"

Difficulty	Why

D. "Which prescriptions did you use which were easiest to put into place? Why do you think that's so?"

Easiest	Why

E. "What is your overall impression of the manual?" (Try to find out what they think the specifics of the manual: case studies, rationales, activities, checklists, etc. but don't push too hard.)

II. "These questions are about the workshop you attended before school started." (Skip these if you are talking to Pena or Boyd.)

A. Did you find the workshop helpful in getting school started this year?

B. If yes, "What was particularly helpful to you (in the workshop)?"

C. "How could the workshop have been made more helpful?"

D. "As you remember the workshop, which parts of it did you appreciate most?" (You may have to remind them that there was an overview of the study, a general explanation of how to use the manual, small group discussions of the specific prescriptions, and a videotape of a teacher using the prescriptions.)

E. "If you were planning a workshop for other teachers to use the manual and the prescriptions, what would you add/delete/change from the workshop we planned?"

III. "These questions are about our next session together. We'd like your help in planning that session."

A. What particular classroom management problems have you encountered this year so far that we might include in the workshop?

B. Are there any specific prescriptions in the manual that you would like us to give attention to as a part of the next workshop?

C. Are there any particular activities, ways of working together, that you would like us to include in our planning? (In case this isn't clear, you could note that we could examine case studies, have small group discussions, hear presentations by Center staff, and so forth. What we're after here is the teacher's workshop format preferences.)

IV. Which of the two sessions we have planned will you attend? (ONLY ONE!)

Wednesday, September 24th, 3:00 - 5:00 __________
Saturday, September 27th, 9:00 - 11:30 __________

Tell him/her that we'll let them know where the session will be held when we know how many people will be attending each session.

APPENDIX L

Teacher interview questions

Interview Protocol for CMIS Study
Spring 1981

Introductory remarks: One reason for this interview today is that we would like to hear your perceptions of this study, including the workshops, the manual, and the classroom observations. Another purpose is to get a little more information about your system, or general approach, to classroom management.

I have a list of specific questions that we would like to ask all of the teachers in the study, so you'll have to forgive me if I have to limit our discussion at some point so that we can cover all of them. If there is some time at the end, we can go back and talk some more.

1. First, how many years of elementary school teaching experience do you have? What grade levels?

2. You told us something of how you plan and when you plan for the beginning of school in that questionnaire you filled out. Did you feel ready for the students when classes began this year? Why, or why not? (If teacher did not feel entirely ready) In what areas did you feel least ready?

3. Are your classroom procedures this year the same as you used last year, or are they different? (Rules, general procedures, behaviors you expect)

4. (If different) What caused you to make changes? How satisfied were you with the changes that you made?

5. Were any of the changes a result of your participation in the project this year? Which? How do you think these changes affected your students?

6. Do you feel that your classes are running better or worse this year than in previous years, or are they about the same? Any reasons?

7. Is there any part of your classroom management you would change if you could? Are you planning to keep things pretty much as they are, or do you intend to make any specific changes next year?

8. You've already commented on individual prescriptions in the manual on that one-page questionnaire we sent you, but we would also like to know your opinion of the manual in general. Does the content seem appropriate to your grade level? Types of students? All the subjects you teach? Are there any major points you disagree with or which don't work for your classes?

9. Were there management areas or problems that were omitted from the manual, or which you think should have received more extensive coverage? (For example, can you think of any area you have experienced difficulty with or perhaps you have observed other teachers having a problem?)

10. Did you have any reaction, positive or negative, to any of the case studies? To any of the checklists?

11. Do any of the prescriptions come to mind immediately as being new to you this year? Which?

12. What workshop activities were most appealing to you? Why?

13. What workshop activities were least appealing to you? Why?

14. Do you believe the workshop influenced how you taught after the Christmas break? If so, how? If not, why not?

15. Do you think the workshop and manual could be useful to other teachers you know? Which?

16. Do you think you teach pretty much like other teachers you know, or differently? In what way? Why do you think so?

17. We are aware that teachers have to cope with many problems and sources of stress. It would help us as we plan our future work if you would tell us what you find most stressful, frustrating, or discouraging in your present teaching situation?

18. How did having an observer from this project in your classroom affect you or your students this year?

19. Finally, we would like to know what other help you have had with respect to classroom management, either in the form of in-service or pre-service training, or contacts with other teachers or administrators. (Did you attend an in-service session this year before school began on classroom management or beginning school? Did you view a videotape about beginning school?)

20. Did you see the CMIS manual before you attended the workshop?

*****Remember to pick up the one-page manual questionnaire from Group 2 and Group 3 teachers. Tell teachers that we will soon be mailing them a voucher to sign so that we can process their end-of-year honorarium and get it to them before school ends.

APPENDIX M

Tables of results by instrument:

Component Ratings, Addendum to Component Ratings, Observer Ratings of Teacher, Narrative Reader Ratings

Table A

Repeated Measures Analysis of Variance on Component Ratings Variables

	Means for groups			Means for time periods				Inter-action
					Weeks			
Variable	Control (n = 16)	Treatment (n = 22)	p	Week 1	2 to 4	5 to 8	p	p
Describes objectives clearly	2.91	3.39	.03	3.38	3.25	2.83	.01	ns
Materials are ready	3.91	4.15	ns	4.10	4.02	3.97	ns	ns
Clear directions	3.52	3.93	.09	3.74	3.68	3.76	ns	ns
Waits for attention	3.50	4.12	.01	3.95	3.75	3.74	ns	ns
Appropriate pacing of lessons	3.47	3.69	ns	3.37	3.58	3.78	.02	.08
Clear explanations and presentations	3.55	4.04	.03	3.83	3.76	3.79	ns	ns
Monitors student understanding	3.46	3.85	.06	3.77	3.70	3.50	.09	ns
Consistently enforces work standards	3.25	3.92	$<$ .01	3.60	3.68	3.48	ns	ns
Suitable traffic patterns	4.02	4.10	ns	4.04	4.02	4.11	ns	ns
Degree of visibility	4.06	4.33	.10	4.15	4.26	4.18	ns	ns
Efficient administrative routines	3.55	3.92	.02	3.56	3.81	3.84	ns	ns
Appropriate general procedures	3.33	3.92	.01	3.62	3.64	3.62	ns	ns
Efficient small group procedures	3.56	3.61	ns	3.47	3.58	3.70	ns	ns

Table A, continued

Variable	Means for groups			Means for time periods				Interaction
	Control (n = 16)	Treatment (n = 22)	p	Weeks: Week 1	2 to 4	5 to 8	p	p
Suitable routines for assigning, checking, collecting work	3.42	3.73	.08	3.55	3.65	3.54	ns	ns
Uses warm-up or wind-down activities	2.34	2.56	ns	2.53	2.61	2.20	.10	ns
Student agression	1.34	1.16	ns	1.21	1.25	1.30	ns	.05
Attention spans considered in lesson	3.38	3.57	ns	3.34	3.56	3.53	ns	ns
Student success	3.66	3.80	ns	3.77	3.72	3.70	ns	ns
Rewards appropriate performance	2.94	3.35	.08	3.36	3.16	2.91	.01	ns
Signals appropriate behavior	2.74	3.47	< .01	3.37	3.11	2.82	.01	ns
Consistency in managing behavior	3.11	3.90	< .01	3.60	3.44	3.47	ns	ns
Effective monitoring	3.29	3.91	< .01	3.73	3.60	3.47	ns	ns
Amount of disruption	2.00	1.62	.06	1.79	2.04	1.58	< .01	ns
Stops disruption quickly	3.09	3.60	ns	3.56	3.30	3.18	ns	ns
Cites rules or procedures to stop disruption	1.76	2.65	.07	2.38	2.30	1.93	ns	ns
Punishes or criticizes to stop disruptions	2.34	2.43	ns	1.75	2.47	2.94	< .01	ns

Table A, continued

	Means for groups			Means for time periods				Interaction
					Weeks			
Variable	Control (n = 16)	Treatment (n = 22)	p	Week 1	2 to 4	5 to 8	p	p
Ignores disruption	2.26	1.71	ns	1.96	2.22	1.77	ns	ns
Amount of inappropriate behavior	3.09	2.61	.02	2.85	2.92	2.79	ns	ns
Source of inappropriate behavior	3.29	2.97	.10	2.96	3.23	3.21	.09	ns
Stops inappropriate behavior quickly	2.84	3.73	< .01	3.43	3.34	3.07	.04	.02
Cites rules or procedures to stop inappropriate behavior	2.19	2.92	.01	3.02	2.65	1.98	< .01	ns
Uses nonverbal contact to stop inappropriate behavior	2.16	2.32	ns	2.28	2.30	2.15	ns	ns
Punishes or criticizes to stop inappropriate behavior	1.82	1.99	ns	1.52	1.98	2.21	< .01	ns
Ignores inappropriate behavior	2.97	2.30	< .01	2.60	2.80	2.51	ns	ns
Class has task-oriented focus	3.42	3.98	.02	3.82	3.69	3.59	ns	ns
Class has relaxed, pleasant atmosphere	3.76	3.75	ns	3.79	3.72	3.76	ns	ns
Teacher displays listening skills	3.56	3.51	ns	3.70	3.41	3.50	.07	ns
Teacher expresses feelings	2.41	2.74	ns	2.89	2.48	2.35	.01	ns
Manages interruptions	3.70	4.17	.02	3.99	4.04	3.78	ns	ns

Table B

T-test Between Treatment and Control Teachers on Addendum Component Ratings

Addendum Component Ratings (5-point rating scale)	Control mean (n = 18)	Treatment mean (n = 23)	p
Teacher presents, reviews, or discusses classroom rules or procedures	2.64	3.51	< .01
Presentation of rules, procedures, and penalties is clear	3.62	4.07	ns
Presentation includes explanation of rationale for rules and procedures	2.65	3.52	.01
Rehearsal or practice of procedures is included for presentation/review of rules and procedures	2.20	3.15	.01
Teacher provides feedback and review	3.35	4.13	.03
Teacher stays in charge of all students, avoiding long involvement with individuals or small groups and absence from the room	3.53	4.32	< .01
Adequate convenient storage is provided for supplies and students' belongings	3.81	4.20	ns

Table C

T-test Between Treatment and Control Group Teachers on Observer Ratings of Teachers

Observer Ratings (5-point rating scale)	Control mean (n = 18)	Treatment mean (n = 23)	*p*
Routines and expectations well established	3.31	3.91	.03
Class gets out of hand with half or more pupils off-task	2.94	1.91	< .01
Frequence of wandering that is not task related	2.77	2.04	.03
Noise level of classroom on day-to-day basis	3.19	2.24	< .01
Efficiency of transitions between activities or formats	3.27	4.04	.01
Frequence of come-ups while teacher is engaged with other student	2.86	2.26	.03
Frequency with which students approach teacher when need help	3.25	2.47	< .01
Frequency with which students raise hand when need help from teacher	3.44	3.85	.02
Frequency with which students call out when they need help from teacher	2.94	2.35	.03
How well the teacher handles behavioral disturbances	3.27	4.39	< .01
Readiness of teacher for first week of school in terms of equipment	4.1	4.43	ns
Teacher allows activities to continue too long	2.72	2.46	ns
When giving instructions, teacher questions to determine student understanding	2.94	3.63	.01
Teacher was successful in holding students accountable for work	3.33	4.0	< .01

Table C, continued

Observer Ratings (5-point rating scale)	Control mean ($n = 18$)	Treatment mean ($n = 23$)	p
Teacher was confident and relaxed the first weeks of school	3.66	4.2	.04
Teacher was enthusiastic	3.41	3.71	ns
Showmanship of teacher	2.64	2.97	ns

Table D

T-test Between Treatment and Control Teachers on Narrative Reader Ratings (NRR)

Narrative Reader Ratings (5-point rating scale)	Control mean (n = 18)	Treatment mean (n = 23)	p
During the first week of school, room was orderly, well organized	3.71	4.28	.02
During the first week of school, student nametags were used effectively	2.76	3.72	< .01
Accurate understanding of students' knowledge and skills	3.44	3.72	ns
Earns personal credibility as behavioral authority	3.07	3.89	.04
Teacher is competent in academic content areas	3.89	4.15	ns
Deadlines are enforced consistently	3.15	3.59	ns
Teacher effectively monitors student progress and completion of assignments	3.32	4.09	.02
Sufficient workable procedures and rules for small group work	2.69	3.86	< .01
Sufficient, workable procedures and rules for whole class work	3.02	3.93	.02
Procedures and rules are well taught	2.88	3.70	.02
Teacher rewards appropriate behavior consistently	3.30	3.39	ns
Negative consequences are clearly defined	2.78	3.11	ns
Teacher follows through with negative consequences consistently	2.19	3.11	.02
System of consequences is appropriate, sufficient, and effective	2.61	3.37	.05

Table D, continued

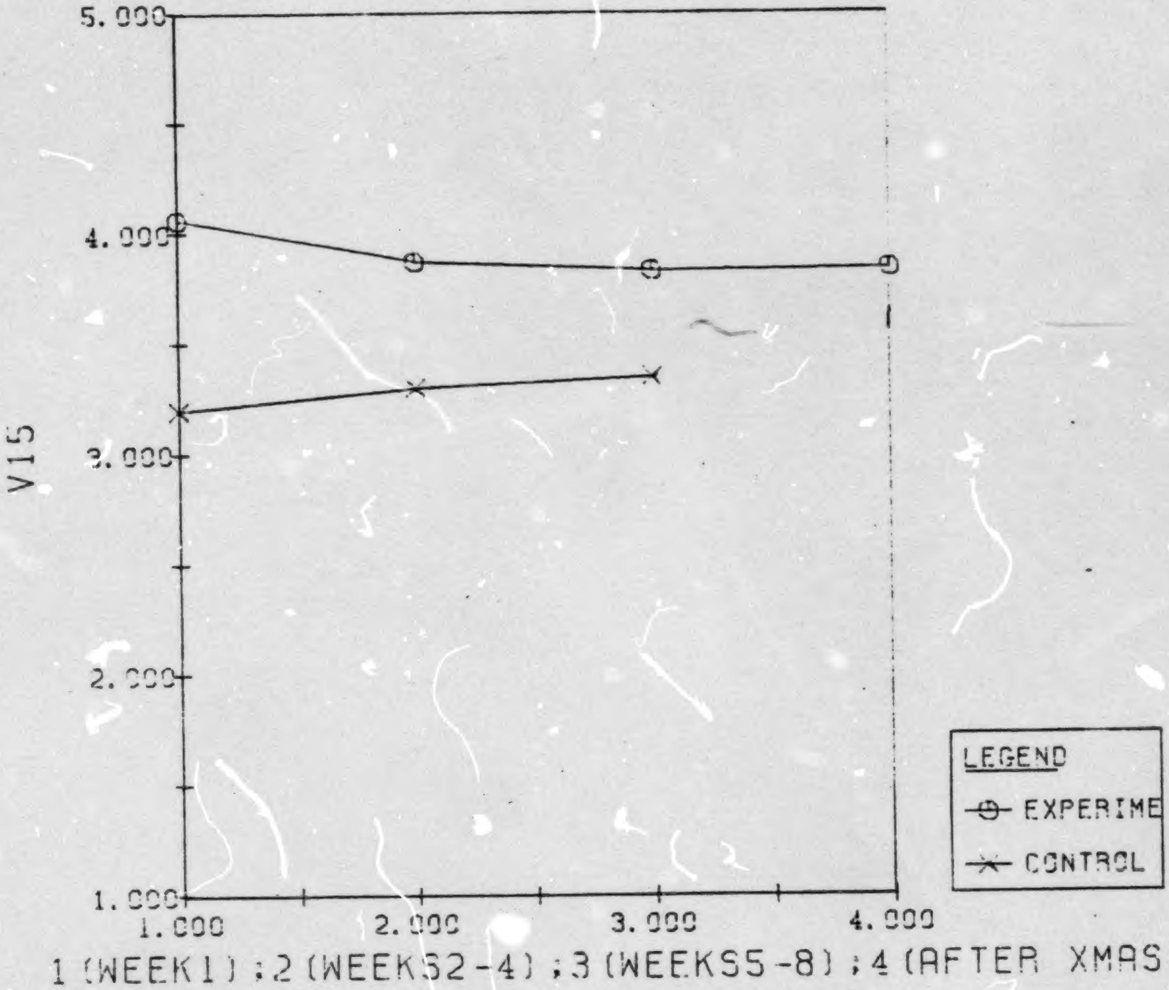
Narrative Reader Ratings (5-point rating scale)	Control mean (n = 18)	Treatment mean (n = 23)	p
Teacher ignores inappropriate behavior when ignoring is appropriate	2.84	3.30	ns
Teacher effectively monitors at the beginning of activities	3.40	3.83	ns
Teacher effectively monitors transitions	2.89	3.72	.02
When task avoidance occurs, teacher manages successfully	3.00	3.[illegible]	.08
Extent of avoidance behavior during seatwork activities	3.15	2.41	.04
Extent of student participation in recitation or discussion	3.82	3.87	ns
Problems with movement of students in classroom	3.11	2.48	ns
Problems with class verbal participation	3.02	2.35	.05
Problems with contacting teacher	2.63	2.22	ns
Problems with talk among students	3.80	3.07	.04
Problems with school-wide scheduling	2.02	2.04	ns

APPENDIX N

Plots for teacher behavior variables and classroom management criteria over time

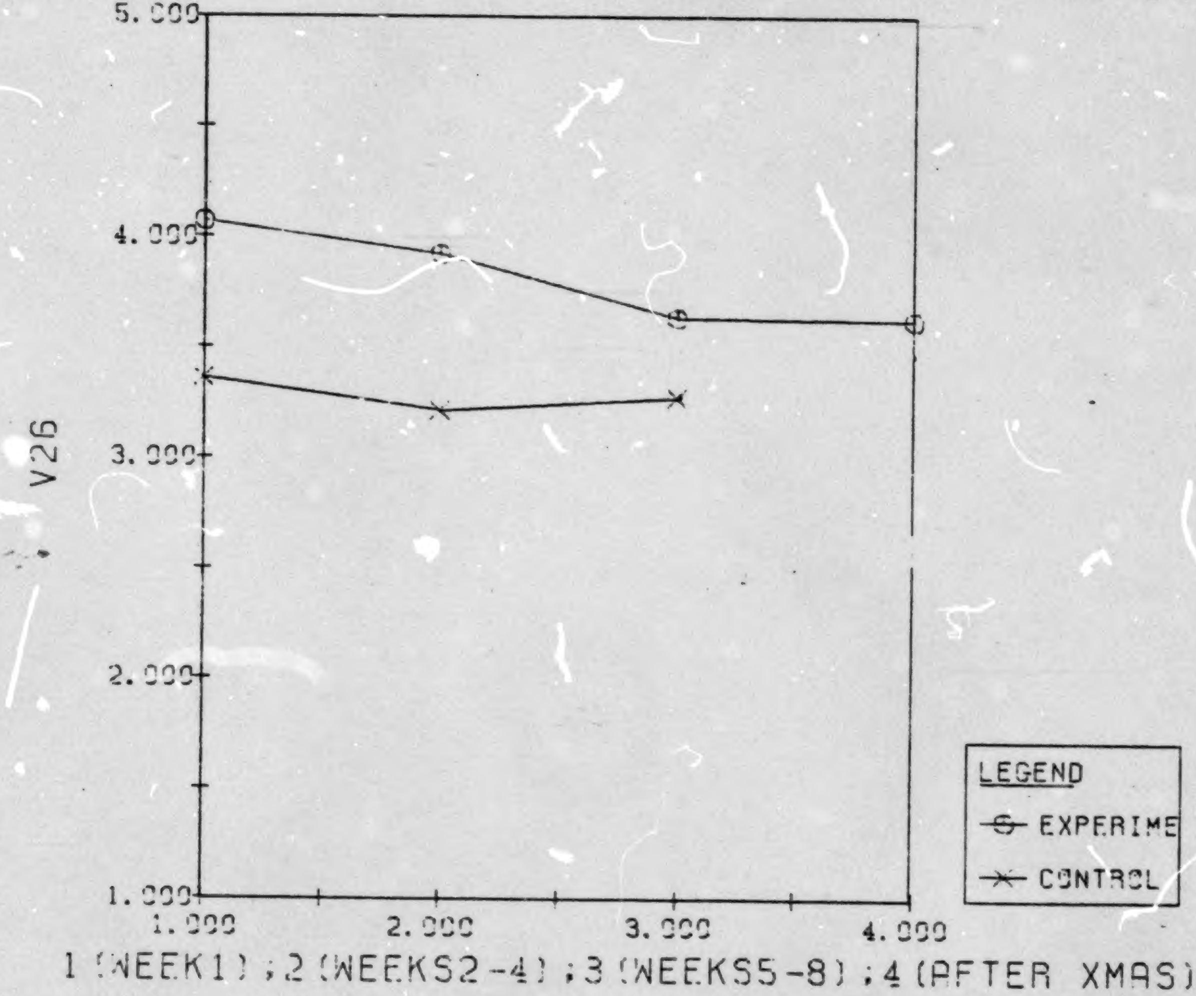
V15 APPROPRIATE GENERAL PROCEDURES

PLOT OF CR VARIABLES FOR EXP AND CONTROL GRPS



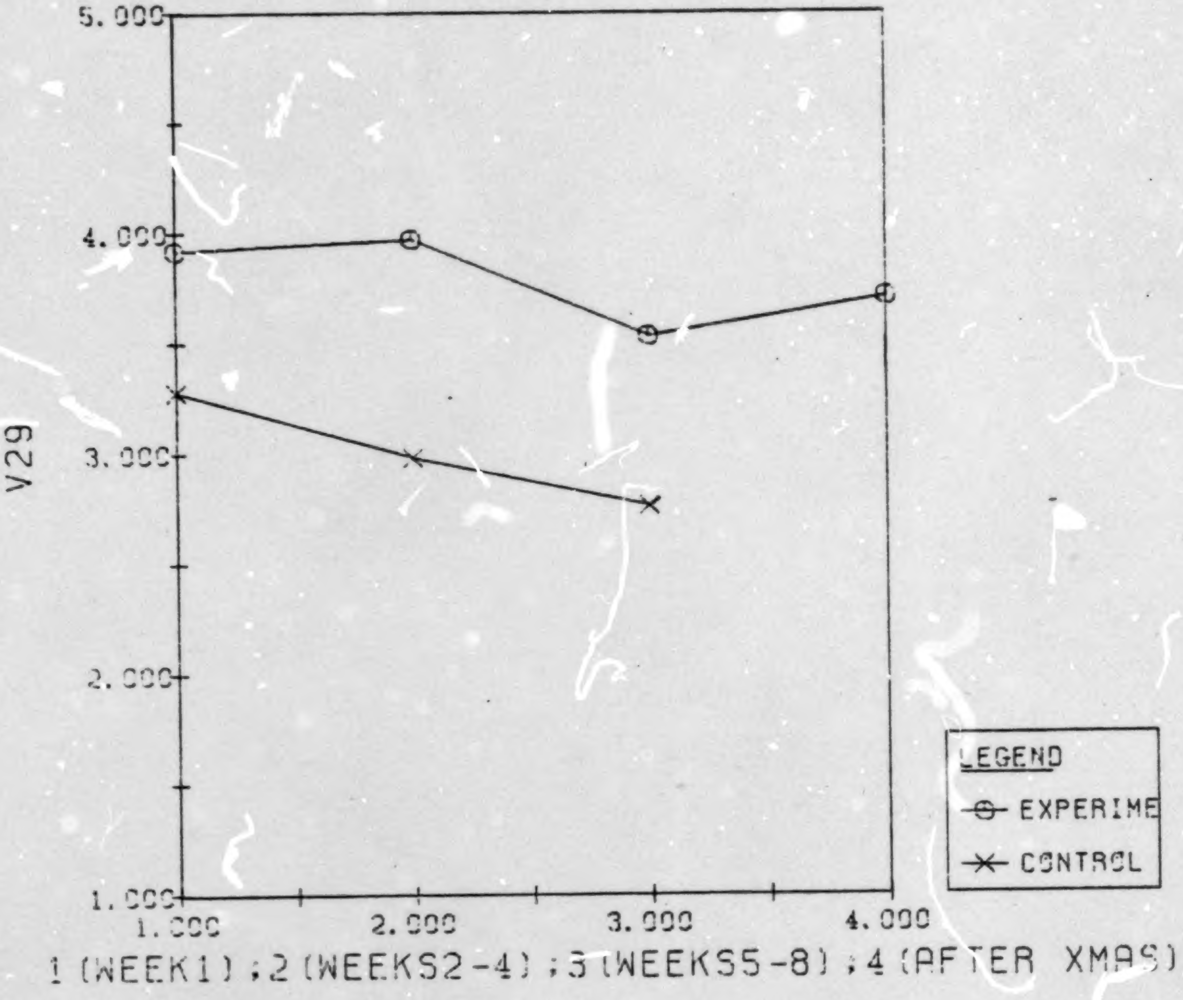
V26 EFFECTIVE MONITORING

PLOT OF CR VARIABLES FOR EXP AND CONTROL GRPS



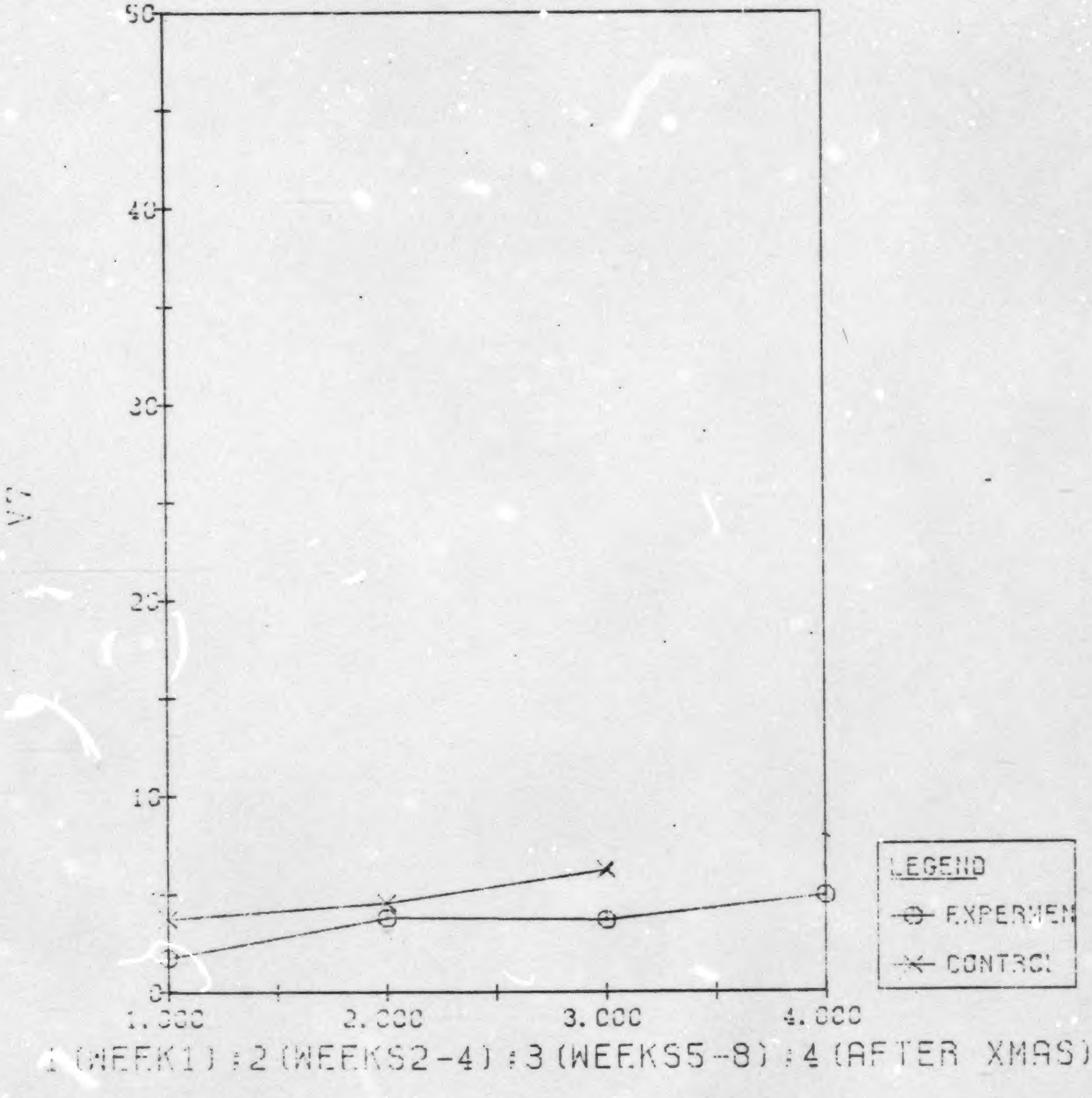
V29 STOPS DISRUPTION QUICKLY

PLOT OF CR VARIABLES FOR EXP AND CONTROL GRPS



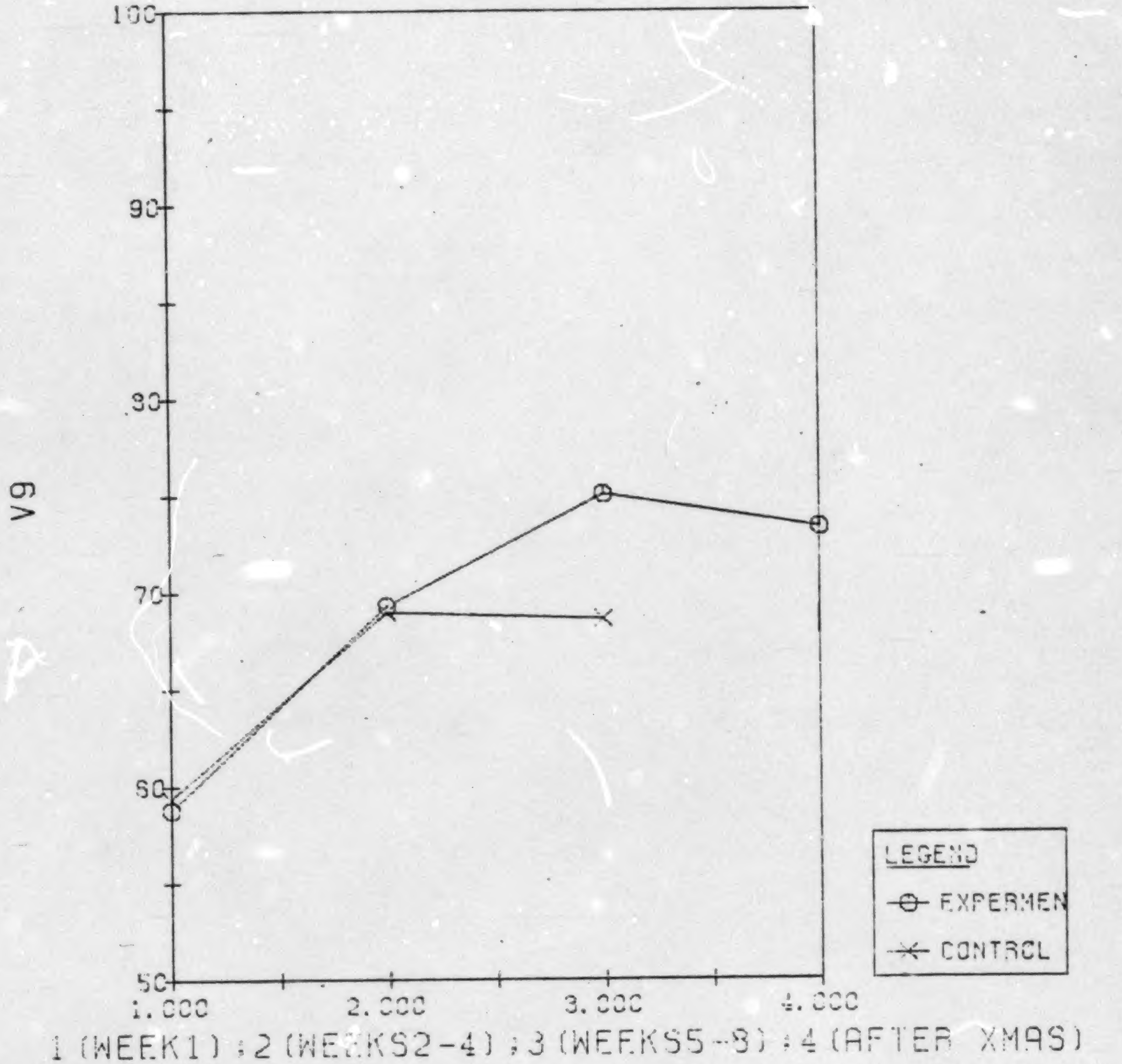
V7 OFF TASK, UNSANCTIONED

PLOT OF SER VARIABLES FOR EXP AND CONTROL GRPS

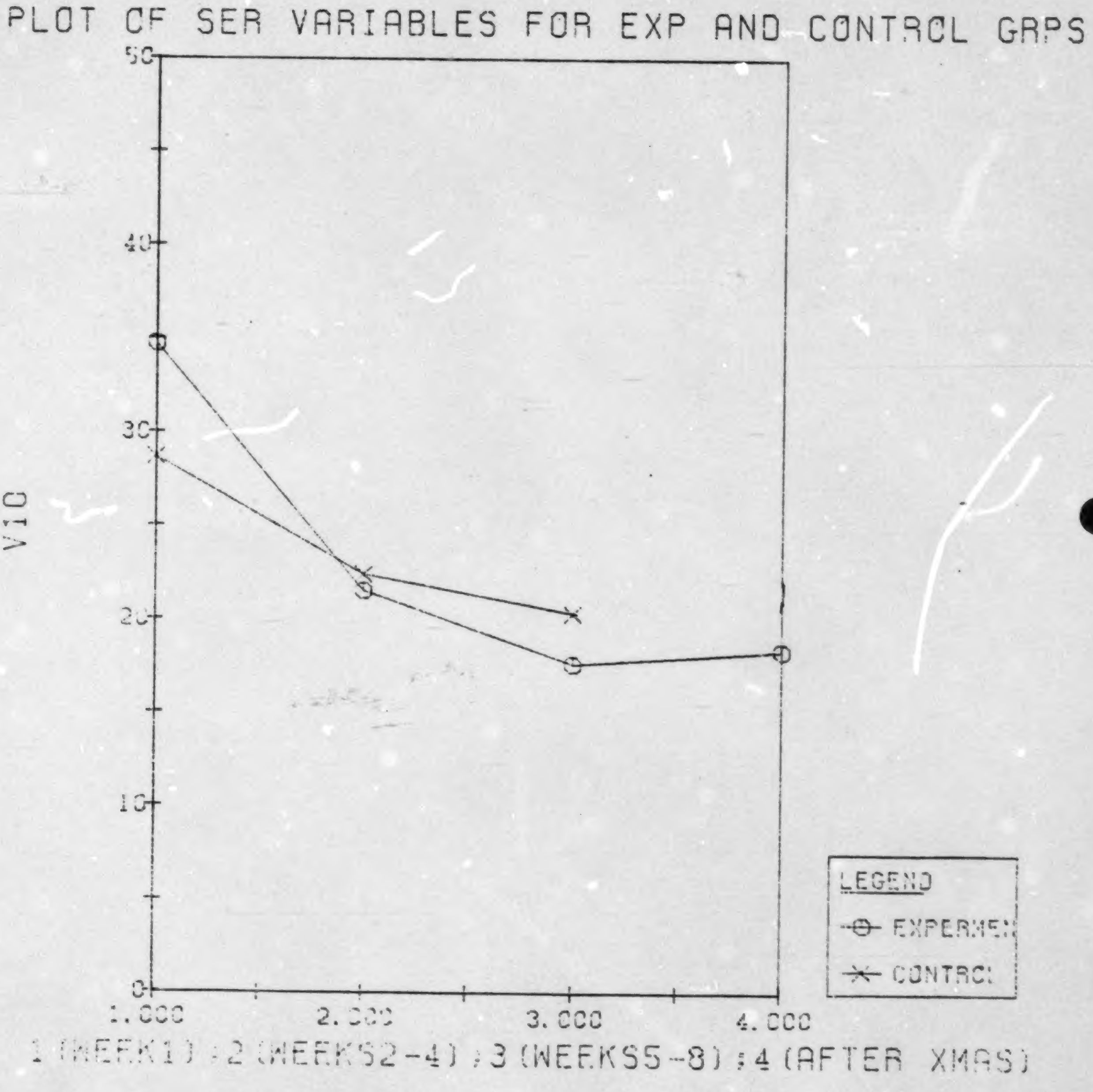


V9 ON TASK, ACADEMIC

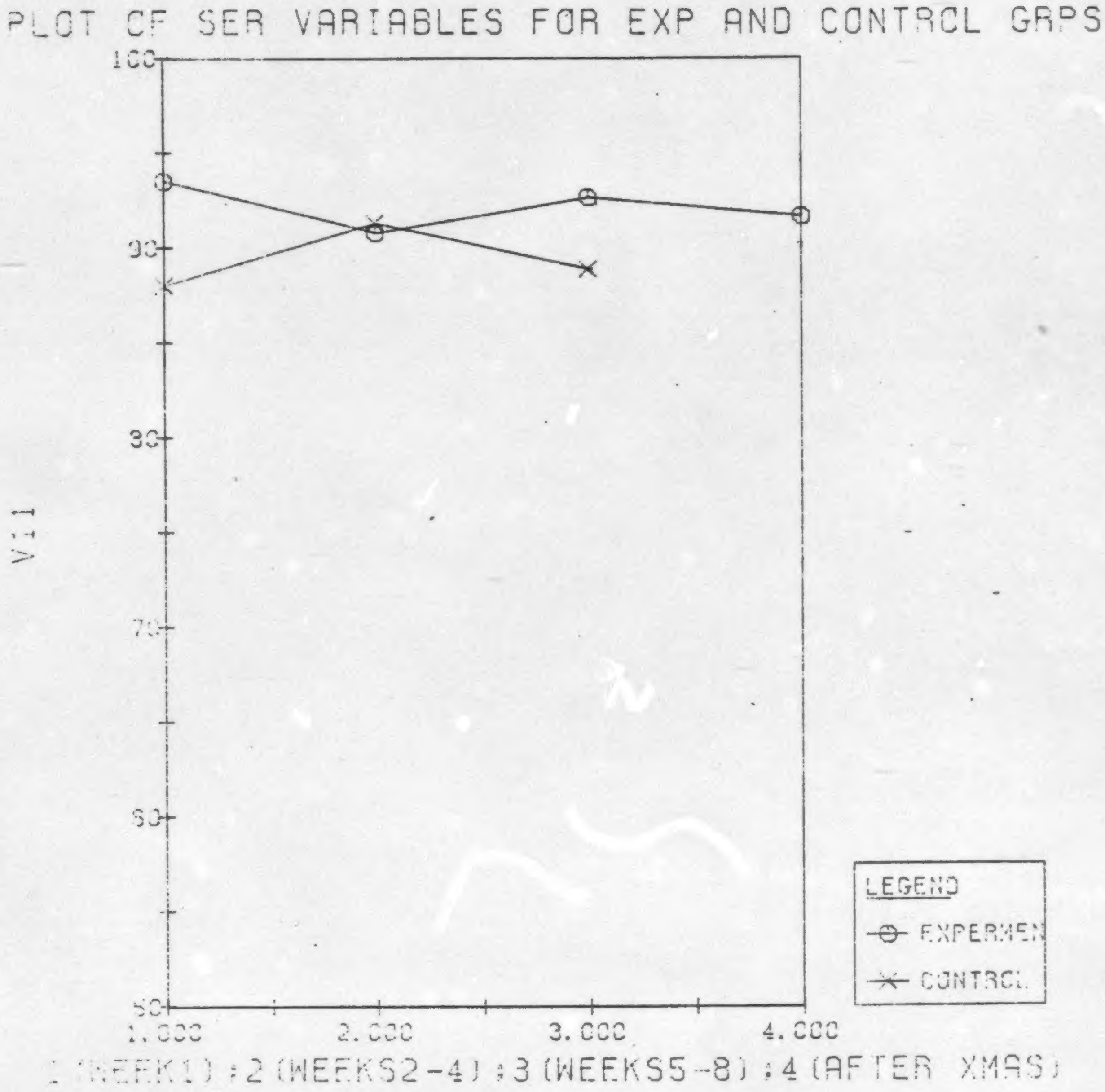
PLOT OF SER VARIABLES FOR EXP AND CONTROL GRPS



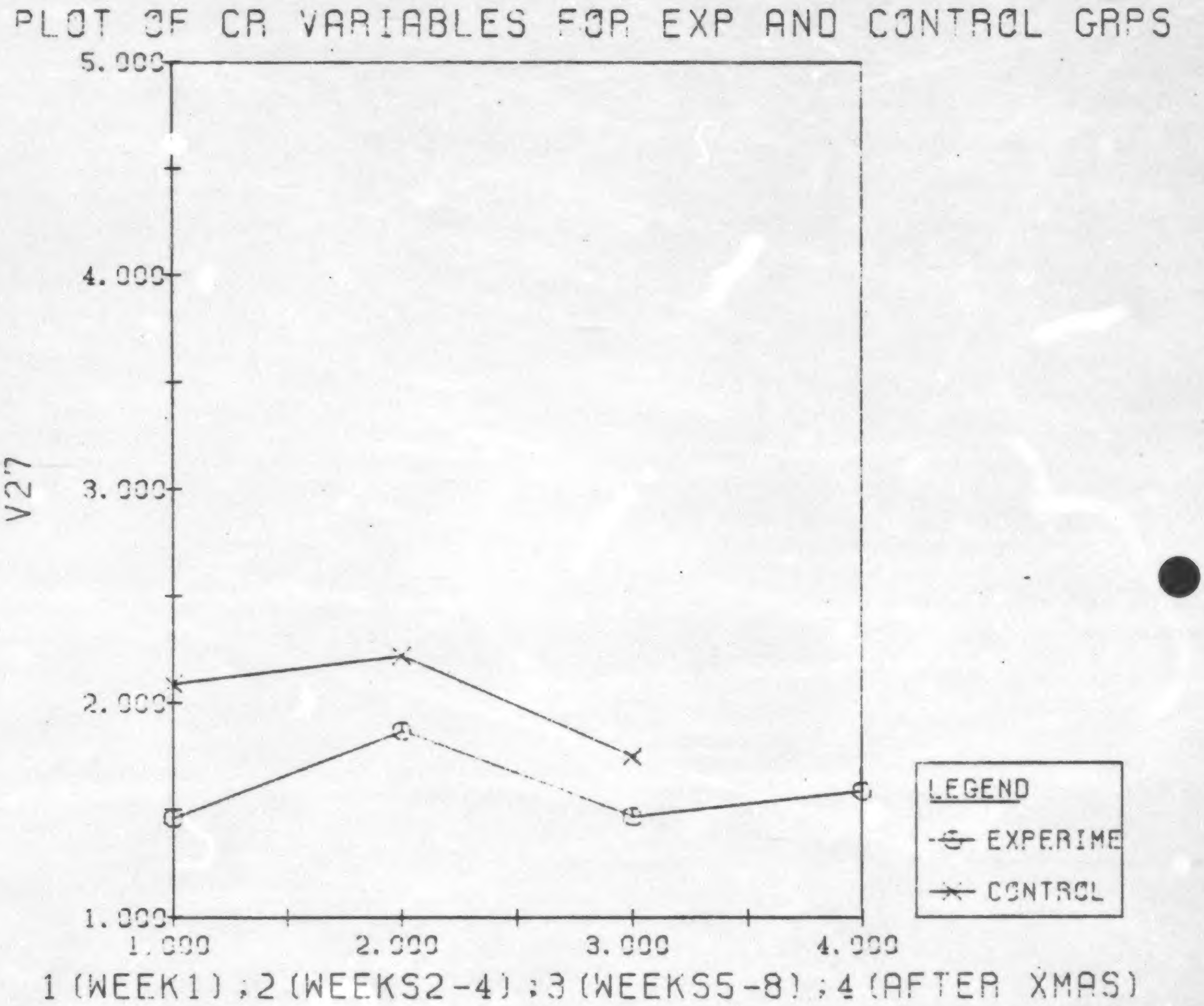
V10 ON TASK, PROCEDURAL



V11 ON TASK


PLOT OF SER VARIABLES FOR EXP AND CONTROL GRPS
100
90
80
70
60
50
V11
1.000
2.000
3.000
4.000
1(WEEK1);2(WEEKS2-4);3(WEEKS5-8);4(AFTER XMAS)
LEGEND
EXPERMEN
CONTROL

V27 AMOUNT OF DISRUPTION



V35 AMOUNT OF INAPPROPRIATE BEHAVIOR

PLOT OF CR VARIABLES FOR EXP AND CONTROL GRPS